

Maywood School District

Intervention & Referral Services

INTERVENTION AND REFERRAL SERVICES

We believe that we can help every student achieve success through a combination of a real and viable curriculum, excellence in teaching, and a structured intervention plan to help students meet the requirements of today's public school classrooms.

The information contained on these pages will serve as a resource manual for teachers, supervisors, principals, and parents as they attempt to work with parents, learning specialists, and other school personnel to develop a program to meet the needs of the struggling learner.

The Intervention and Referral Services (I&RS) process is a primary way in which we support teachers' and students' needs in the general education environment. I&RS is not intended to replace traditional methods or resources for helping students to function effectively in school. Its primary focus is to align students' needs with available resources in the general education environment.

The I&RS Team:

- Identifies the responsibilities of building staff who participate in the planning and provision of intervention and referral services
- Actively involves parents/guardians in the development and implementation of the I&RS plans
- Identifies students in need and then plans and provides appropriate interventions for those students within the general education community

- Reviews and assesses the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan

I&RS Initial Request for I&RS Meeting

An initial request for an I&RS meeting can be initiated by the classroom teacher, the counselor, other subject area teachers, the parent, or, on occasion, the student himself/herself. The Request for an I&RS Meeting form is attached and should be completed and returned to your child's teacher, counselor, or administrator.

[Digital Link](#)

Tools for Use During I&RS and RTI

[Digital Link](#)

New Jersey Tiered System of Supports

The Maywood School District has developed a three-tiered Response to Intervention (RtI) model as a process of implementing high-quality research-based instruction, monitoring student progress, and adjusting instruction to meet the needs of every learner. Students who need additional support may be referred to the Intervention and Referral Services (I&RS) team for more targeted interventions.

RTI: Response to Intervention

The NJ Student Learning Standards are assessed as part of the regular curriculum to ensure that students are meeting college and career readiness indicators. If students do not meet mastery on the curriculum based common assessments, they are retaught and reassessed within the regular language arts and math programs. Differentiation is used to provide additional direct instruction in order to remediate standards for a period of time following the common assessments. Those students who are still in need of support after the second assessment are offered additional teacher tutoring.

Response to Intervention is not used as a distinct avenue to identify for Special Education. However, data collected as part of the district's Tiered System of Supports in conjunction with the I&RS process informs decisions for recommendations for Special Education evaluations.

Basic Skills

Basic Skills Instructional Support (BSIP) is supplemental instructional services to meet the needs of at-risk learners. It is funded through Federal Title I grant money and our local district budget. It is not associated with Special Education.

I & RS: Intervention and Referral Services

If a student is not making sufficient progress given the typical Tier 1 and 2 interventions, then the teacher may seek assistance from the I&RS team. The I&RS team meets monthly to brainstorm strategies and interventions to best meet individual student learning styles. Referral to the I&RS team is a proactive response to teacher or parent concerns about student progress. I&RS cases are kept open for one school year, and may be reopened by the following year's teacher, if sufficient progress is not evident.

I&RS: Links

- I&RS Mission Statement and Team Composite
- I&RS Policy 6164.1 Intervention and Referral
- I&RS Policy 6164.1 (R) Intervention and Referral, Regulation

A Child Study Team evaluation may be recommended by the I&RS team, if the student has not shown a satisfactory response to interventions outlined in his/her action plan.

Intervention and Referral Services (I&RS) Team

Mission Statement

To ascertain the learning, behavior, or health difficulties of students and provide appropriate, tiered interventions to promote student success

I&RS Team Members Roles and Responsibilities

Administrator

- The building administrator will confer with the teacher regarding the initial referral form, provide the I&RS folder, and make a recommendation to the team coordinator as to whether an I&RS meeting is to be scheduled.
- The administrator may make several recommendations in conference with the teacher prior to recommending an I&RS meeting.

I&RS Coordinator

- The team coordinator will keep a record of student referral forms both electronically and hard copies stored in a locking file cabinet, set meeting dates, and distribute the Action Plan to team members, appropriate teaching staff, and parents.
- The coordinator will lead the discussion and record strengths, weaknesses, history taken from teachers and parents, and suggested interventions as discussed during I&RS meetings.
- The coordinator will distribute data collection forms to the monitors of the Action Plan, as necessary, to assist in gathering data to measure the success of interventions.
- Initial problem-solving meetings will be scheduled in 2-4 weeks; follow-up meetings in 4-6 weeks.
- The I&RS coordinator will conduct the parent interview prior to the initial meeting.
- The I&RS coordinator will follow-up with the referring teacher regarding progress and success of interventions outlined in the Action Plan and make suggestions for modifications during the intervention period.

I&RS Team Members

- At the discretion of the Building Principal, teachers will be appointed as members of the I&RS team.
- I&RS team members will contribute to developing the student profile, identifying areas of strength and weakness, and proposing interventions.
- Team members will follow-up with the Recommending Teacher after Action Plan development to ensure implementation.

Recommending Teacher

- The teacher will document Tier I interventions on the student's classroom I&RS folder.
- The referring teacher will complete the appropriate I&RS forms and review concerns with the building administrator.
- The teacher will implement recommendations from the administrator and the team as stated in the I&RS Action Plan or generated from conferences with the administrator.
- The teacher will bring student work as examples of areas of concern.
- The teacher will keep a data sheet documenting the consistency of each intervention to measure its success, and seek help from other team members if modifications are warranted.
- The recommending teacher will attend any initial and follow-up meetings where the student is on the agenda.
- The Recommending Teacher or Team Member will follow-up with the parent as necessary after the Action Plan is put into effect.

Child Study Team (CST) Member

- The I&RS Coordinator will supply the meeting dates to the Director of Special Services.
- The Director of Special Services will assign a member of the CST to attend meetings according to a student's area of concern.
- The CST member will assist the coordinator with case review and intervention history.

- The CST member will observe the student to develop a better student profile for intervention recommendations.
- The CST member will follow-up with teachers on any areas of the Action Plan assigned to them.

Support Teacher

- The support teacher will provide student work as examples of concerns.
- The support teacher will implement recommendations stated in the I&RS Action Plan and keep a data sheet documenting the consistency of each intervention to measure their success.

WHAT IS INTERVENTION AND REFERRAL SERVICES?

Intervention and Referral Services, also known to many as I&RS, is an interdisciplinary team of professionals within the school environment who come together throughout the school year to formulate coordinated services and team delivery systems to address the full range of student learning, behavior, social, and health problems in the general education program as well as for students determined in need of special education programs and services. The goal of the committee is to see student improvement in targeted areas.

STUDENT REFERRAL

- A problem is identified: A school staff member or parent needs assistance with their child's learning, behavior, social, or health problem that is occurring during the student's school program.
- An I&RS Referral Packet is completed: The I&RS team only begins once a staff member completes and submits the referral packet to the School Counselor. The form should state clearly the reasons for the referral, their observations, and all prior interventions tried for the identified area of concern.
- The referral packet is reviewed: The I&RS coordinator reviews the referral packet to ensure that it is completed accurately.

- Schedule the I&RS meeting: The I&RS coordinator schedules the meeting for the next I&RS meeting. The I&RS team meets monthly.

BENEFITS TO YOUR CHILD'S TEACHER USING THE I&RS COMMITTEE

- The team process increases the chance of accurate assessment of the issues and provides a large repertoire of strategies because the team is composed of educational professionals with diverse training, experience and backgrounds.
- Many teachers come to the committee after trying multiple interventions to address the area of concern. Therefore, the team is responsible to think in new and creative ways to resolve both typical and atypical learning, behavior, social and health problems.
- The actions plans developed during an I&RS meeting to address the problem by identifying supports and strategies for both the teacher and the child to use.
- The I&RS process yields descriptive documentation to support whether a child may require additional services outside of general education programming.

EXAMPLES OF STRATEGIES THAT MAY BE RECOMMENDED BY THE I&RS COMMITTEE

Example of an identified goal for a student by the I&RS team

Improve On-Task behavior during seatwork:

- Make sure necessary supplies are available so student can work during independent time without excuses
- Provide visual examples on the desk of target behavior or work products for the child's reference
- Assign a specific buddy for clarification during seat work
- Give a student “fail proof” work that he or she can work on while waiting for assistance from a teacher
- Prepare a visual signal for the student to notify the teacher that he or she needs assistance
- Use a timer and “beat the clock” system to motivate him or her to complete their work in a timely manner
- Reward the student for work completion during short designated time segments
- Provide study carrels and quiet areas where distractions are limited
- Actually cut with scissors assignments or work pages into smaller segments and only pass out the small segments, one part at a time
- Give students a “to do list” or a check list of what they need to complete at their desk. Have the student cross out as they complete each part.
- Observation and feedback provided by the district’s behaviorist
- Observation and feedback provided by the district’s school social worker or school counselor
- Social skills counseling with school counselor to work on improving on-task behavior

ADDITIONAL PARENT INFORMATION

- I&RS records are locked and secured in a safe office for confidentiality
- Students can receive testing modifications as part of their I&RS action plan with the exception of STATE TESTING.
- All students who receive an action plan are assigned a “shadow”. The shadow is a team member who shadows the child to check-in on progress and efficacy of the plan.
- If a teacher has a question or concern regarding the plan, he or she contacts the “Shadow”.
- The parent is always notified by the teacher when their child is being referred to the I&RS committee. Parents are invited to attend. If a parent does not attend, the parent is contacted after the meeting by the teacher to review the outcome of the meeting and to share the action plan.

Intervention and Referral Services (I&RS)

The Intervention & Referral Services Committee (I&RS) is a multidisciplinary team, which may include any of the following: the principal, parents/guardians, teachers, nurse, a member of the Child Study Team, and other school personnel. The I&RS Committee discusses and recommends additional strategies which can be utilized in the classroom and at home. Maywood Public Schools follows the New Jersey Tiered System of Support (NJTSS) approach which utilizes a Response to Intervention (RtI) model.

How does a student get referred?

Faculty members use many strategies to help students improve their academic performance. When a student experiences significant academic and behavioral difficulties, a teacher or parent may refer the student to the school’s Intervention and Referral Services (I&RS) Committee.

Please note that Maywood uses a variety of vetted and approved resources, management systems, and screening tools to provide intervention services and track student performance. Anyone who has an educational or parental responsibility for a child can make a referral to the Intervention and Referral Services team in either MAS School or Memorial School by notifying the Principal in writing.

Below is a list of resources that can provide insight into Intervention & Referral Services, Response to Intervention, Basic Skills, and Title I Instructional Support in Maywood.

[NJDOE Intervention & Referral Services Digital Link](#)

[NJTSS Multi-Tiered System of Supports Digital Link](#)

[Response to Intervention Digital Link](#)

What is NJTSS/I&RS?

Each district board of education is required to establish and implement a coordinated system in each school building, in which general education students are served, for the planning and delivery of intervention and referral services also formerly known as I&RS, that are designed to:

- Assist students who are experiencing learning, behavior or health difficulties; and
- Assist staff who have difficulties in addressing students' learning, behavior or health needs.
- Each district board of education also must choose an appropriate multidisciplinary team approach for planning and delivering the intervention and referral services.
- New Jersey's Department of Education - New Jersey Tiered Systems of Support (NJTSS)
<https://www.nj.gov/education/njtss/>
- New Jersey's Department of Education I&RS Resource Manual
<http://www.state.nj.us/education/students/irs/purpose.pdf>

Maywood School District

Intervention & Referral Services

District Manual

Information and procedures provided in this manual have been adapted for use from the New Jersey Department of Education

Overview

The purpose of this manual is to serve as a resource that is intended to assist all stakeholders in attaining the mission of our school district, where all students will meet or achieve the standards set forth by the state of New Jersey, regardless of any barriers to academic achievement. Since the effectiveness of fulfilling this mission will depend largely upon the capacity of our school's ability to respond to the diverse educational needs of our students and any emerging academic, behavioral and health challenges, the manual will provide guidelines and procedures to administrators and I &RS teams regarding their functions, responsibilities and roles as it pertains to the intervention and referral school based process.

It will additionally ensure that our schools and district are compliant with the state of New Jersey's Intervention and Referral Services code mandate (N.J.A.C. 6A:16-8.1.,8.2). The code requires that each school choose the appropriate multidisciplinary team approach for the planning and delivery of services (N.J.A.C. 6A:16-8.1.,8.2). A majority of the suggested I&RS practices and procedures included in the manual has been adapted from the New Jersey Department of Education.

New Jersey Administrative Code - Intervention & Referral Service

N.J.A.C.-6A:16-8.1 - Establishment of intervention and referral services

- District boards of education shall establish and implement a coordinated system in each school building for the planning and delivery of intervention and referral services that are designed to assist students who are experiencing learning, behavior or health difficulties and to assist staff who have difficulties in addressing students' learning, behavior or health needs. District boards of education shall choose the appropriate multidisciplinary team approach for planning and delivering the services required under this subchapter.
- The intervention and referral services shall be provided to aid students in the general education program; and
- The intervention and referral services, pursuant to N.J.S.A. 18A:46-18.1 et seq. and this subchapter, may be provided for students who have been determined to be in need of special education programs and services.
- The intervention and referral services provided for students with learning disabilities shall be coordinated with the student's
- Individualized Education Program team, as appropriate.

N.J.A.C- 6A:16-8.2 Functions of intervention and referral services.

The functions of the system of intervention and referral services in each school building shall be to:

- Identify learning, behavior and health difficulties of student;
- Collect thorough information on the identified learning, behavior and health difficulties;
- Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources, based on the collected data and desired outcomes for the identified learning, behavior and health difficulties;

- Provide support, guidance, and professional development to school staff who identify learning, behavior and health difficulties;
- Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
- Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
- Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
- Coordinate the services of community-based social and health provider agencies and other community resources for achieving the outcomes identified in the intervention and referral services action plans;
- Maintain records of all requests for assistance and all intervention and referral services action plans, according to the requirements of 34 CFR Part 98, 34 CFR Part 99, 42 CFR Part II, N.J.S.A. 18A:40A-7.1, N.J.A.C. 6A:16-3.2, and N.J.A.C 6:3-2.1;
- Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and
- At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate.

N.J.A.C -6A:16-8.3 School staff and community member roles for planning and implementing intervention and referral services

- Identify the roles and responsibilities of the building staff who participate in each building's system for planning and providing intervention and referral services, including the roles and responsibilities of staff members who identify learning, behavior or health difficulties;
- Identify the roles and responsibilities of other district staff for aiding in the development and implementation of intervention and referral services action plans; and
- Identify the roles, responsibilities and parameters for the participation of community members

I&RS School Team Members

As specified in N.J.A.C. 6A:16-8.3, each school will identify the roles and responsibilities of the building and district staff who participate in planning and providing intervention and referral services. The following leadership roles described below should be assigned to a different member of the "School" I&RS team. It is suggested that roles rotate on a predetermined basis.

The Person Requesting Assistance

Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents.

Building Principal or General Education Designee

If the principal does not serve as a member of the School group, his or her designee should be on the staff of the regular education program for the building and have the authority of the principal to make decisions to fully develop and implement I&RS action plans.

General Education Teacher

The team should have a representative of the instructional staff for the building. The team may choose to include more than one teacher to represent various grades or disciplines.

Student Support Staff

For more representatives from among the following student support titles should be included on the team: substance awareness coordinator, guidance counselor, school psychologist, learning disabilities teacher-consultant, school social worker, speech language specialist or school nurse. Literacy coaches, attendance officers and Social Workers should serve as extended team members as well.

All district I&RS Teams should minimally consist of the I&RS Advisor, Classroom Teacher, nurse, school CST Representative.

I&RS Process

Step 1-Request for Assistance

Problem Identification- The overall process begins when a staff member or parent identifies a problem and decides that they need assistance with a learning, behavior or health problem encountered in the general education program.

- Any staff member can make a request for assistance to the I&RS/504 team by completing the Initial Request for Assistance forms.
- Any parent can make a request for assistance to the District I&RS Coordinator by submitting an email to the building principal.

- The coordinator will review the form to ensure the identified student is clearly defined and that all accompanying documentation forms are provided. They will simultaneously assign a case manager and schedule the initial problem-solving meeting (approximately two weeks from receipt of the request) and the first follow-up meeting (approximately four-six weeks after the initial problem-solving meeting).

Step 2- Information Collection

Distribute the Information Collection Forms

- The first task is the collection of comprehensive information on the presenting problem. Only Specific, descriptive, objective and factual information and data on observable behaviors regarding academics, behavior and health are retrieved from the person requesting assistance and other staff and community members. This will ensure the ability to formulate a complete picture of the problem and the context in which it occurs.

Conduct Staff & Student Interviews

- The case manager, at a minimum, interviews the person requesting assistance, the student and where appropriate, other school staff.
- The case manager should also gather prior performance data relevant to the student to further identify the student's difficulties in the general education program.

Step 3- Parent Notification

- The I&RS Coordinator will establish the date, time and location of required staff to attend.
- They will notify School Team Members and other required staff of the meeting at least one week prior to the meeting date.
- Notification to the parent/guardians scheduled meeting should be ensured by the following:
 - Mail notice of meeting to parent/guardian (confirm address)
 - Parent /guardian contact via phone.

Step 4- I&RS Team Meeting-Action Planning

After all information has been obtained for a case, the team should systematically complete the steps of the problem-solving process within 30 to 45 minutes or less.

The following problem-solving model obtained from the NJDOE I&RS resources may be used to analyze and strategize requests for assistance should incorporate the following basic steps, they are described below:

- Problem Solving Process
- Describe the problem
- Select and state the priority problem
- Develop a behavioral objective
- Review prior Interventions
- Brainstorm Solutions
- Analyze and evaluate brainstormed solutions
- Mutually agree upon a solution
- Eligibility for services, based on the analysis and solution planning the I&RS team will determine the student's eligibility for I&RS and or 504 services.

Development of Action Plan

Once the team determines the student should receive I&RS services the team will develop an action plan that specifies Goals & Objectives- These must be written in observable and measurable terms.

Intervention Strategies

Intervention strategies will be developed based on identified goals and objectives and utilizing the collective expertise of the I&RS team, district resources and best practice, evidence based intervention strategies.

- The intervention strategies will clearly delineate individual responsibilities, a timeline for intervention and date for review meeting.
- The team develops a written plan for implementing the consensus strategies identified in the problem-solving phase of the process.

The plan should include, at a minimum, the following information:

Student name (if appropriate to the issue) or anonymous ID.	Baseline data on the target behavior(s) for comparison purposes.
Date the request for assistance was made.	Selected strategies for achieving the behavioral objective.
Date of the meeting.	Persons responsible for each strategy.
Names of all participants in the meeting.	Timelines for completion of each strategy.
Anticipated behavioral outcome (measurable and achievable).	Beginning, follow-up and ending dates for the plan.
Target behavior(s).	Plans for supporting implementers and evaluating progress.

Step 5- Implement and Monitor Action Plans

- The case manager oversees the timely implementation of the components of the action plan, the achievement of the objective(s) and the follow-up plan. Any school team members can be assigned to this. Provide feedback to the I&RS Team members
- Provide copies of meeting notes to the person's responsible for implementation of the Action Plan
- Immediately notify the principal if resources are not available to implement the interventions or if designated staff are not adhering to the agreed upon implementation plan.
- Provide the student and parent with feedback on the student's progress towards achieving performance goals and objectives identified in the intervention plan.

- Parents are re-contacted to discuss the plan and to explain the strategies identified in the plan that parents can implement at home to reinforce the activities of the school and help achieve the measurable objective for the student established in the I&RS action plan.

Step 6- Support, Evaluate and Continue the Process

Provide Support

The case manager should contact implementers of the plan within one to two weeks of the scheduled start date of the plan to inquire if assistance is required. This can be conducted through conversations, interviews, classroom observations, checklists or other procedures that will ensure full implementation and an objective assessment of the I&RS action plan. Making timely contact with implementers can increase the chances for initiation of the plan and troubleshooting.

Evaluate Progress

Relevant data should be collected from implementers on progress toward achievement of the outcomes identified in the plan. The data should be compared against the baseline data collected on the behavior of concern to provide an objective measure of success and to assist in decision making on the status of the current action plan.

Review Case

The case has already been included as an agenda item at the pre-scheduled meeting to plan to review progress and make decisions on whether to continue, revise or terminate any portion of the action plan's interventions (e.g., SMART goal outcomes, remedial strategies, supports required for successful implementation, timeframe, etc.) This should be based on the achievement results of the objective.

Given that short-term behavioral objectives are created, the follow-up meeting to evaluate the action plan, (that is scheduled by the team leader at the beginning of the process), typically should occur four to six weeks after implementation of the plan begins.

The case coordinator and person requesting assistance reviews all relevant information, records and documents progress to determine the degree of successful implementation of the action plan and achievement of the outcomes identified in the plan. All individuals whose input is necessary to make determinations about the status of the plan are in attendance.

Following this, the case is subsequently placed on the agenda only when there is a reason, otherwise the team moves on to other business. The I&RS process continues as long as necessary in the current and following grades. An I&RS action plan can last one week or for a student's entire school career, depending upon the documented needs.

If a CST referral is deemed necessary following the I&RS process, all related I&RS documentation and action plan interventions should be given to the CST at the time of the referral.

A list of all students who were referred to the TEAM should be maintained by the Advisor/Coordinator. At the end of the school year a summary sheet of I&RS cases new and on going with a breakdown of concerns addressed should be provided to the building principal and forwarded to the Office of Special Services.

Additional information that is considered during the referral process

Culture and Acculturation

The culture (that is, ethnicity, religion, gender, and socioeconomic background in which a person grows and develops) has an important impact on learning, learning styles and an individual's aspirations. Therefore, the I&RS team needs to understand and look at the student's culture with attention to beliefs, values, styles, and practices that may influence the student's learning and behavior at schools.

The I&RS team also needs to consider the level of the student's level of student's acculturation, Acculturation means the gradual process of adaptation to a new cultural environment. Four levels of acculturation are generally recognized:

- Bicultural-Integration with a new culture without deterioration, or loss, of the cultural norms, languages, and beliefs of the first culture.
- Assimilated-Rejection of the original culture and has full acceptance of the new culture in which one now lives and operates.
- Traditionalists-Exposure to and rejection of the second culture, which leads one to cling to the original culture's values and beliefs.
- Marginalists-Rejection of both the new and original cultures' norms and belief systems, thereby ostracizing oneself from society. It is the function and responsibility of the I&RS team to carefully analyze the information about the student in order to be able to distinguish between behaviors that are indicative of acculturation versus behaviors that are indicative of a disability.

2. English Language Proficiency

Despite similarities in characteristics, a student identified as ELL is not necessarily a student with a disability. The I&RS team must be able to distinguish between limited English proficiency and language disorder to determine whether the student's academic difficulties are attributed to language differences or language disorder. Some questions to consider:

- Is the student SIFE (student with interrupted formal education)?
- Was the student assessed in their naive language?
- If only English assignments are available, were they modified to the level of English Language Proficiency of the student?
- Has the student received ESL daily?

3. Socioeconomic Status (SES)

Three levels of SES are recognized in society: poverty, middle-class, and wealthy. It is generally understood that students living in poverty are at greatest risk for having low school achievement and dropping out. For students referred to the I&RS team and who may be living in poverty, the I&RS members must carefully consider and analyze the circumstances surrounding the family unit in order to determine the impact that they may have on a student's learning. It is important to note that not only students living in poverty lack resources. Students who come from middle class or wealthy backgrounds may not have access to certain resources.

4. Possible Lack of Instruction

The I&RS team need to explore the following questions:

- Has the student had no prior schooling?
- Has the student experienced extended periods of no schooling (frequent moves, illness, absences)?
- Has the student not received instruction that matches student needs, readiness, or learning style?
- Has the student become uncooperative with the classroom teacher?

5. Mental and Behavioral Health

Students who experience behavioral and/or mental health challenges may be predisposed to becoming at-risk students if their problems are not identified and effective interventions do not occur. Teachers and parents are often the first persons to observe students who are experiencing these kinds of problems. Therefore, the I&RS team needs to develop knowledge around school behavioral and/or mental health issues, so the team can recognize students in possible need of mental health interventions.

When examining behavioral and/or mental health issues, the team needs to consider

- Whether the student exhibits problematic behaviors more than expected for his or her chronological age or developmental level;
- Whether the behavior interferes with the student's learning and safety or the learning or safety of others.

Review, Assessment, Improvement of the I&RS Program

- Per N.J.A.C. 6A:16-8.2(a)10, school districts are required to: "Review and assess the effectiveness of the provisions of each intervention and referral services action plan in achieving the outcomes identified in each action plan and modify each action plan to achieve the outcomes, as appropriate; and"
- Per N.J.A.C. 6A:16-8.2(a)11, school districts are required to: "At a minimum, annually review the intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services and make recommendations to the principal for improving school programs and services, as appropriate."

Review of Team Progress and Effectiveness

The intent of the code provision described above is to ensure that I&RS teams will regularly take the time to formally review their actions and operations and take appropriate steps to improve the program by reinforcing or modifying current practices and initiatives and increasing members' skills and repertoire of strategies. It is important for teams to collect information and data based on team actions and operations and periodically analyze these data to make certain that each I&RS action plan and the overall program is as efficient and effective as possible.

I&RS Action Plans

Since I&RS teams are responsible for assessing progress toward achieving outcomes, all I&RS action plans should be based on concrete data and measurable behavioral objectives. Follow-up activities should focus primarily on a comparison of baseline data to data on progress toward achieving the measurable outcomes. Without a core of data, there can be no objective assessment of progress.

Annual Review

At a minimum, the I&RS teams will annually review intervention and referral services action plans and the actions taken as a result of the building's system of intervention and referral services, and make recommendations to the Principal for improving school programs and services, as appropriate. At the end of each school year, the Principal will develop a report of the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the action plans. The Principals will submit their reports to the Superintendent of Schools.

School-Wide Recommendations

Building Programs

The prevalence of certain types of student problems might indicate the need to: add programs, expand or modify existing programs, eliminate existing programs or practices.

School Administrators

Data and other input from the I&RS team can be used to help make school administrators aware of the needs of students in their buildings and of the necessity for new and refined programs and services. Information from the I&RS team can help stimulate discussion among staff about student needs and how those needs should be best addressed.

I&RS information can be used to inform administrative decisions about school policies and procedures. These data can also help school administrators identify student needs that they did not know existed or that would have gone unnoticed because they are not serious enough to warrant disciplinary action or child study team consideration.

Teachers

The I&RS process not only can help resolve individual student or general classroom problems, but can provide opportunities for professional growth and the sharing of resources.

Student Support Staff

Student support staff can benefit from using the I&RS team as a supplemental resource that works collaboratively with them to assess and resolve student and family problems, as appropriate. For example, information from the team can suggest modifications in the following areas: current practices in student counseling and health instruction, the configuration of student support resources, the assignment of caseloads, the utilization of community resources, the use of forms, the maintenance of records, the preservation of confidentiality or the

institution of groups or individual support for students who are in need of continuity of care and aftercare support. When viewed as a partner of the student support services staff, the I&RS team can be of significant help in managing caseloads, and can actually free up time for student support staff to either see more students or address students' issues in a more comprehensive manner.

Program Evaluations

The provisions in the administrative code for program review and assessment affords programs of intervention and referral services with a significant opportunity to assure success in the achievement of the goals specified in I&RS action plans and the missions of I&RS teams. Implicit in the regulations are a charge to assess the conditions and resources that affect the successful implementation of I&RS action plans, the operations of I&RS teams and the outcomes of team activities. Since the I&RS team collects quantifiable data on all of its cases and maintains records on team interventions, it can readily review all aspects of team operations at regular intervals (i.e., once per year, at a minimum). The review and assessment function provides opportunities to ask and answer important questions about team operations, document priority needs and make recommendations for both team and school-wide improvements.

Supplementary Aids, Accommodations & Modifications

Tier I (standard classroom interventions)

- Seating near a positive role model
- Standing near student when giving directions or presenting lessons
- Avoiding distracting stimuli (high traffic area, windows, heat systems)
- Increasing the distance between desks
- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Providing study skills training/learning strategies
- Providing student with an assignment notebook
- Check homework daily
- Setting short-term goals for work organization
- Assigning volunteer homework buddy
- Pairing students to check work
- Writing key points on the board
- Providing visual aids
- Making sure directions are understood
- Having student review key points orally
- Teaching through multi-sensory modes
- Include a variety of activities in each lesson
- Allowing open book exams
- Giving take home tests
- Giving frequent short quizzes, not long exams
- Giving more objective items (fewer essay responses)
- Providing frequent, immediate, positive feedback
- Increasing the immediacy of rewards
- Using “prudent” reprimands, avoiding lecturing
- Using nonverbal cues to stay on task
- Praising specific behaviors
- Allowing legitimate opportunity to move
- Giving extra rewards and privileges

- Implementing time-out procedures
- Allowing short breaks between assignments
- Making student correct answers, not mistakes
- Ignoring minor inappropriate behaviors
- Supervising during transition time
- Provide reassurance and encouragement
- Speak softly in non-threatening manner if student is nervous ·
Focus on student's talents, strengths, and accomplishments ·
Make time to talk alone with student
- Look for signs of stress build up, provide
encouragement/reduced workload
- Allow student an opportunity to make better choices
- Look for opportunity for student to display leadership role in class
Send positive notes home
- Reinforce frequently when student is frustrated
- Use mild, consistent consequences
- Give student choices
- Utilize mnemonic cues (e.g. songs, cartoons, rhymes, stories, and
images: for teaching math facts, vocabulary, or steps in a process
- Build frequent opportunities for movement during instruction to
address the needs of students who are kinesthetic learners
- Circulate among students and observe and question as they are
working
- Make eye contact with students before giving directions and have
students repeat the directions (e.g. turn to a partner, individually)
- Provide clearly written directions and instructions in a step by step
manner with illustrations and use as few words as possible
- Write instructions on the board as well as say them aloud
- Use reading partners and skilled peer or adult mentors to provide
academic support
- Provide varied texts or supplementary materials at different levels
of reading difficulty

- Use multiple and flexible grouping opportunities for students (e.g. teams, partners, whole group, independent, by interest, by learning style. Teacher assigned, self-- selected.
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment
- Break assignments into smaller chunks to give students opportunities to respond frequently
- Integrate cooperative experiences into instruction
- Use direct, systematic instruction for students who show areas of concern
- Use technological tools or computer software to allow students to access content in multiple ways
- Use multi-sensory techniques to present information
- Use visuals, charts, and models for concept reinforcement
- Use graphic organizers to focus attention on key elements, concepts, or ideas
- Provide practice opportunities using multiple modalities
- Provide opportunities for students to respond in a variety of ways (e.g. questions, dry erase boards, thumbs-up, partner share, graphic organizers)
- Offer materials, tasks, and learning options at varied levels of difficulty
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.
- Explain clearly each academic task and the specific criteria needed to successfully complete the task
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately.
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out).
- Work collaboratively on tasks with a student and gradually withdraw the support
- Anchor new knowledge to previously learned knowledge.

Tier II/III

Alternatives To Suspension

- in-school suspension
- school service (for example, assisting custodial staff with after school clean-up, lunch clean-up, etc.)
- mini course
- parent supervision
- counseling
- community service
- behavior monitoring
- restitution
- problem solving or behavior contract
- alternative programming
- loss of privileges (like lunch, recess, social time, etc.)
- time out
- detention (before or after school)
- mentoring (with a teacher, counselor, or other staff member before or after school)
- behavioral contracts
- referral to community mental health services
- Behavior Contract
- Utilize a daily behavior form, chart, or report card
- Decide on the main problem behaviors and put these on the chart o
Explain the procedure with the student
- Rate the student for each period, hour, etc. in the areas you decide to put on the form or chart
- Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
- Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.

- Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.

Behavior Intervention Plan (BIP)

- After tracking behaviors, you may or may not choose to perform a Functional Behavior assessment, which takes the behavior data
- and helps you to analyze it and decide on why the student may be engaging in the behavior
- After tracking and analyzing the behaviors function, utilize one of the behavior plan forms below to create a plan as to which specific behaviors you will address and what specific interventions and class supports you will provide to address the behaviors. Included in the plan should be a component as to what is expected of the teacher, student, and parent
- Meet with the student, teachers, parents, and support staff to review the behavior plan, giving copies to everyone and having everyone sign the plan
- Implement the behavior plan for 2-4 weeks, using a data tracking tool below to track progress, and then meet with the team again (student, teachers, parents, support staff) to review progress and make any necessary changes
- Regular reviews of the students progress and adjustments to the plan should occur about every month

Structured Breaks

- Make a laminated card with the word "BREAK" on it
- Provide student with hand held timer setting the timer for no longer than five minutes
- Identify a safe and non-disruptive area to go (by or in office works)
 - Student returns when timer goes off
- Thank the student for leaving and returning so cooperatively. Give encouragement to students upon return.

- Explain the process to the student and have them practice it before implementation
- Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
- If the students abuse the break card intervention, set limits on the frequency of use to deter this.

Classroom Management Support

- At the Tier 2 level, increasing the intensity and structure of classroom management strategies beyond what may be considered typical or normal can help address more difficult students not responding to your normal class rules, routines, procedures, etc.
- When increasing and intensifying classroom management, even the students that don't need the extra support will benefit from it
- Classroom management techniques are numerous and the techniques utilized in classes will vary to a degree depending on the class dynamics
- Classroom management techniques should be introduced to a class on day one when possible and reviewed frequently
- Common classroom techniques include active supervision, clear, consistent, and predictable consequences and rewards, use of various teaching strategies, active listening, setting and teaching positive behavior expectations, establishing and reviewing classroom schedule, routines, and rules, etc.

Individual & Visual Schedule

- Make your own to divide the student's daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids.
- Sit down and explain the schedule to the student and how they will use it, where they will put it, etc.

- You might tape it to the student's desk or in their planner or folder
Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day
- Remind the student frequently to refer to their schedule when they don't know what to do, are finished with the current task, are inattentive, off task, unfocused, distracted, etc.
- For oppositional and defiant kids, refer to the schedule as the authority on why and what they are to be doing
- "blaming" the schedule can help with confrontational kids by making the schedule the authority rather than the teacher directly challenging the student
- Be sure to include the parents in the intervention, calling them and explaining the schedule to them as well as sending a copy of the schedule home

Organizational Tools

- There are numerous specific strategies and systems to help and teach students to become more organized, please click on the links below to explore and choose some
- Some basic strategies include keeping a planner or calendar, frequently organizing lockers, desks, and storage areas with the assistance of a teacher or peer
- Checklists
- Daily schedules
- Keeping things in a crate and out of the desk or locker
- Organizational folders with a "to do" and "done" side
- Visual schedule
- Parent assistance with daily helping student to organize and sort work, belongings, and materials

Peer Tutoring

- Peer tutoring may be done as a structured and routine procedure or on an as needed basis, depending on the students needs and peer tutors
- Peer tutors should be those students that are capable of working with others well and who grasp the concepts and ideas well enough to explain to others
- Peer tutors should be given some basic ground rules before being allowed to serve as peer tutors, like:
 - Don't do all the work for the student
 - Keep the focus on the work/assignment
 - Avoid arguments and debates
 - Peer tutors should have the student they are helping repeat directions and questions back to clarify understanding
 - Tutors should use active listening skills
 - Avoid name calling and utilize positive remarks and praise • Tutors should help model behaviors like listening, raising hand for help, asking questions for clarification from the teacher, etc. Disengaging from students who refuse to focus on the work or become too confrontational
- Peer tutors may be assigned or chosen by students
- Peer tutors may rotate from one student to another or remain with one student for a longer period, for example a card marking o Teachers should always ensure the peer tutors have grasped the concepts themselves before moving on to help others
- Peer tutors may be same age/grade or older
- Teachers can have peer tutoring daily, weekly, monthly, or as needed, etc.
- Peer tutors may work with more than one student at a time, but should not work with larger groups

Reward System

Some basic reward systems include:

- Token economy where students earn a token, check mark, sticker, etc. for meeting predetermined goals, which they can use to buy or earn a reward after a certain number
- Praise for performing expected behaviors
- Earning privileges for meeting expectations
- Earning free time for meeting expectations
- Positive notes sent home for demonstrating good behavior and meeting expectations
- Small items as rewards for following rules and procedures, including stickers, erasers, trinkets, pencils, crayons,
- snacks, drinks, books, candy, etc.

Self Monitoring

- There are many ways to implement a self monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal
- The self monitoring interventions may include visual cues, like pictures, gestures, etc. by which the student may be reminded to address the behavior indicated for intervention
- Checklists and charts may be used by students to keep track of their behaviors
- Indicators, where the student, when they see or hear something, know they need to address the behavior
- Student may create notes to themselves
- Students may look for triggers that cause the behaviors, avoiding these triggers or being aware they are present

Sensory Tools

Some sensory tools to use include:

- Tight fitting vests
- Headphones for music or nature sounds like rain/water ▪
Headphones to block out sound for quiet
- Large lined paper
- Dimmer lighting
- Weighted objects, vests, stuffed animals, or blankets to set on lap, shoulders, or hands
- Rubber pencil grips
- Fidget toys
- Rocking chair
- Tilted desk top
- Chewing gum
- Silly putty/Theraputty
- Moldable erasers
- Play Doh
- Slinky
- Bubble wrap
- A bin with different various pieces of textured fabric
- Containers of rice, beans, sand, noodles, etc.

Teach Conflict Resolution Skills

Teach Coping Skills

Teach Relationship Skills

Teach Relaxation Techniques

Referral to the Child Study Team

Maywood School District

Intervention & Referral Services

FAQs

What is Intervention and Referral Services (I&RS)?

I&RS is a state mandated system of clearly defined steps that are taken to assist a struggling student in improving educational outcomes. These steps are taken by a multi-disciplinary team, which meets, regularly, to monitor the success of students identified through the referral process, as needing specific academic and/or behavior “interventions” in order to be successful. These interventions are monitored over a period of time and may be modified, enhanced or discontinued as indicated by the needs of the student involved. The I&RS team aids students in the general education program, but also provides support for students determined to be in need of special education programs.

What are the functions of Intervention and Referral Services (I&RS)?

As stated in N.J.A.C. 6A:16-8.1, the functions of I&RS are as follows:

- Identify learning, behavior and health difficulties of students;
- Collect thorough information of the identified difficulties;
- Develop and implement action plans which provide for appropriate interventions based on the information collected and the desired results;
- Provide support, guidance and professional development to school staff to properly identify and implement interventions designed to address student difficulties;
- Actively involve parents and guardians in the development and implementation of I&RS action plans;
- Coordinate the services of community-based social and health provider agencies and other community resources;

- Maintain accurate records of all requests for assistance and all I&RS action plans;
- Review and assess the effectiveness of the I&RS action plans in achieving the outcomes identified and make modifications as necessary; and,
- Make recommendations to the school principal for improving school programs and services.

How can we determine if a student needs to be referred to the I&RS Team?

If a student exhibits specific observable behaviors that indicate that he or she is experiencing learning, behavior or health difficulties, he or she may benefit from a referral to the I&RS Team.

What are some of the specific observable behaviors to look for?

Any of the following may indicate that a student is experiencing difficulties:

- Failing grades
- Cheating
- Not completing assignments
- Falling asleep in class
- Chronic absenteeism
- Poor participation
- Erratic behavior
- Defiance of authority
- Bullying behaviors
- Eating disorders
- Alcohol, tobacco or other drug use
- Poor personal appearance and hygiene
- Suicide attempts
- Anything out of the ordinary for that student

What are the steps that are taken in the I&RS process?

- Request for I&RS intervention;
- I&RS meeting is held;
- Action Plan is designed and implemented; and,
- Action Plan is monitored and reviewed; this plan is revised, expanded, or discontinued depending on need.

Who participates in the I&RS process?

The regulations requiring I&RS allows the building I&RS teams to be as flexible as necessary in order to perform the necessary functions.

Typically, the following individuals participate:

- Principal and Teachers
- Support staff: School Counselor, Nurse, Learning Disabilities Consultant; Psychologist; Social Worker
- Other: Parent; Community Agency Representative

What happens if the I&RS Action Plan succeeds or does not succeed?

If the I&RS Plan is successful in meeting the needs of the student, then the Plan may continue to be maintained and monitored or the Plan may be discontinued. If the I&RS Plan is not successful, then additional information is collected, additional professional advice is secured and additional resources are identified. In some instances, referral to a basic skills or a special education program may be necessary.

What is the I&RS Process?

The Intervention and Referral Services process is a collaborative school effort between district personnel and parents to intervene when a student has been identified as making minimal academic, social, and/or emotional progress in the general education setting. The team collects and evaluates relevant data in order to identify specific barriers to student performance. Once these barriers have been determined, individualized interventions are identified and implemented through an action plan in order to address areas of concern. Intervention may include the use of the Response to Intervention (RTI) model.

In general, RTI is based upon three components:

- the use of multiple tiers of increasingly intense interventions;
- a problem-solving approach to identifying and evaluating instructional strategies; and
- an integrated data collection and assessment system to monitor student progress and guide decision-making. Student monitoring continues throughout this process by the identified individuals in the action plan and adjustments are made to the plan as needed.

Steps in the I&RS process are:

- Request for Assistance
- Information Collection
- Parent/Guardian Notification and Participation
- Problem Solving
- Development of I&RS Action Plan
- Support, Monitoring, and Continuation of Process
- Problem Resolved or Referral to Child Study Team

If the I&RS process exhausts all of the available school-based general education interventions with minimal success, the student may be referred to the Child Study Team for a comprehensive evaluation in order to gather additional information and to determine if the student is eligible for special education and related services. The recommendation for a Child Study Team evaluation can come directly from the I&RS team or from a parent/guardian at any time during the process.

What is Intervention?

Intervention refers to efforts by school personnel to study and creatively problem solve educational issues that place a student at risk for school failure. Using a team approach that encourages parental involvement, school personnel carefully consider the needs of students who are “at risk” for learning, behavior, and health problems and implement strategies to address areas of concern.

Intervention is a process whereby plans are revisited and modified. A successful intervention plan, developed and shaped over time, can be a powerful method to support an at-risk student. If successful, it is preferable to special education referral which requires a student to undergo evaluation and have an identified disability.

At times, intervention is not successful and a referral for special education is necessary. However, the prior period of I&RS intervention is valuable, as it demonstrates that a referral is appropriate and informs the IEP team about strategies that have or have not produced success when and if it becomes necessary to develop an Individualized Education Plan (IEP).

What are Intervention and Referral Services?

Intervention and Referral Services (I&RS) are the primary way in which general education teachers or specialists can assist a student who is at risk for school problems within the general education environment. I&RS programs are not intended to replace traditional methods or resources for helping students to function effectively in school. Rather, they exist to focus on particular student problems using available resources within the general education environment.

The purposes of the I&RS are: to identify students in need and then plan and provide appropriate interventions for those students within the general education setting; to identify the responsibilities of building staff who participate in the planning and provision of intervention and referral services; to actively involve parents/guardians in the development and implementation of I&RS plans; to review and assess the effectiveness of the services provided in achieving the outcomes identified in the intervention and referral plan; to provide professional development to general education staff members who either refer students to I&RS or who assist in providing the intervention and referral services; and to coordinate the services of community-based social and health agencies.

