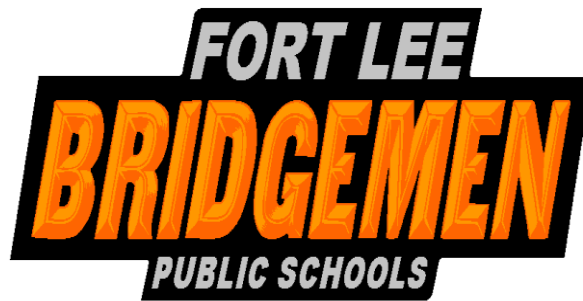


Fort Lee School District
Department of School Counseling K-12
Department of Special Education



Intervention & Referral Services

Procedural Manual

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Mission Statement

The Intervention and Referral Services (I&RS) Team is a building based team comprised of administrative and instructional school staff and parents committed to supporting students who are at risk in the general education population. The I&RS Team assists school staff by providing strategies and interventions to resolve an array of academic and behavioral problems in the general education setting. The I&RS Team process provides students with an opportunity to be successful in the overall school environment.

The I&RS Team process is not an automatic precursor to a Child Study Team evaluation. It represents a separate and distinct team effort to provide help via classroom activities. However, some students may be referred to the Child Study Team for an evaluation after an I&RS team intervention is unsuccessful.

SECTION I

N.J.A.C. 6A:16-8.1

The Referral Process

I&RS Participants

Purpose of an I&RS Team

Criteria for Team Members

Role of I&RS Team Members

Functions of I&RS Team Members

Characteristics of Effective Team Leaders

Meeting Recorder

Meeting Time Keeper

INTERVENTION AND REFERRAL SERVICES

N.J.A.C. 6A:16-8.1

IMPORTANT ANNOUNCEMENT: In February 2014, the New Jersey State Board of Education re-adopted *N.J.A.C. 6A:16*, with amendment to the regulations at *N.J.A.C. 6A:16-8* that establish intervention and referral services (I&RS) and outline the functions of this system in each school building. The I&RS manual is currently being updated to reflect these changes and will be posted to this website upon completion. The current regulations can be accessed at <http://www.state.nj.us/education/code/current/title6a/chap16.pdf>.

6A:16-8.1 Establishment of intervention and referral services

(a) District boards of education shall 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 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.

1. The intervention and referral services shall be provided to aid students in the general education program; and
2. 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 who have been determined to be in need of special education programs and services shall be coordinated with the student's Individualized Education Program team, as appropriate.
3. Child study team members and, to the extent appropriate, specialists in the area of disability may participate on intervention and referral services teams, pursuant to N.J.A.C. 6A:14-3.1(d)6

6A:16-8.2 Functions of intervention and referral services

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

1. Identify learning, behavior and health difficulties of students;
2. Collect thorough information on the identified learning, behavior and health difficulties;
3. 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;
4. Provide support, guidance, and professional development to school staff who identify

learning, behavior and health difficulties;

5. Provide support, guidance, and professional development to school staff who participate in each building's system for planning and providing intervention and referral services;
6. Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
7. Coordinate the access to and delivery of school resources and services for achieving the outcomes identified in the intervention and referral services action plans;
8. 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;
9. Maintain records of all requests for assistance and all intervention and referral services action plans and all related student information, according to the requirements of 20 U.S.C. § 1232 and 34 CFR Part 99, Family Educational Rights and Privacy Act; 20 U.S.C. § 1232h and 34 CFR part 98, Protection of Pupil Rights Amendment; N.J.A.C. 6A:32-7, Student Records; 45 CFR §160, Health Insurance Portability and Accountability Act, 20 U.S.C. § 6301, Title IV (A)IV § 4155 of the Elementary and Secondary Education Act as reauthorized under the No Child Left Behind Act; 42 CFR Part 2, Confidentiality of Alcohol and Drug Abuse Patient Records; A.J.S.A. 18A:40A-7.1, School-based drug and alcohol abuse counseling, information from participants, disclosure; N.J.A.C. 6A: 16-3.2, Confidentiality of student alcohol and other drug information; N.J.S.A. 18A:36-19, Creation; Pupil Records; Maintenance and Retention, Security and Access; Regulations; Non-Liability; N.J.A.C. 6A:14-2.9, Student records; as well as other existing Federal and State laws pertaining to student records and confidentiality.
10. 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
11. 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

Intervention and Referral Services Procedures

- Step 1: The referring person (teacher, family, or staff) obtains the Intervention and Referral Services Request Form from the School Counselor. The referring person completes the Request Form.
- Step 2: The School Counselor distributes, collects, and collates I&RS documents prior to the meeting (Form A, Form B, Form C, Form D, Form E & Form F).
- Step 3: The School Counselor determines a meeting date/time and notifies the parent/guardian, teacher(s), and other required persons of the meeting.
- Step 4: The I&RS Team, in conjunction with the family and the teacher(s), develops an Action Plan (Form G) to assist the student at the I&RS meeting. An I&RS team member is assigned to be the case manager, to monitor the plan and strategies that will be implemented. The School Counselor can also serve as a case manager. The School Counselor determines a follow-up meeting date/time to review the Action Plan.
- Step 5: The student's progress toward identified goals and objectives are documented by the teacher and other individuals with responsibilities for helping to implement the Action Plan.
- Step 6: The School Counselor notifies the teacher(s) and all individuals with responsibilities for the Action Plan of the follow-up meeting date and time. The School Counselor notifies the family of a follow-up meeting with the appropriate date and time to the student's home.
- Step 7: The I&RS Team, family, teacher(s) and individuals with responsibilities for the Action Plan, meet and review the student's progress at another IR&S meeting within at least 90 days. If the student is successful with implemented interventions in the regular education classroom, the team will discontinue I&RS. Follow up becomes the responsibility of the School Counselor.
- Step 8: The I&RS Team continues to meet at regular intervals to monitor progress and/or to amend the Action Plan. All stakeholders are notified of the meeting dates/times. If the student is **not** successful with the implemented interventions in the regular education classroom, after an extended period of time, the I&RS Team or the parent decides whether referral to the Child Study Team is warranted. However, additional interventions may be implemented first.

Intervention and Referral Services Procedures *(Continued)*

- A. General Education Teacher submits I&RS referral form to School Counselor

- B. School Counselor reviews case and interviews staff
 - Health Medical questionnaire forwarded to school nurse
 - Health office returns medical questionnaire to School Counselor prior to I&RS Team meeting

- C. School Counselor schedules I&RS Team meeting
 - Appoints case manager
 - Case manager collects data on students to prepare for meeting

- D. School Counselor notifies parent/guardian of the I&RS Team meeting

- E. School Counselor convenes initial I&RS Team meeting
 - Identify the problem
 - Develop a plan to solve the problem
 - Develop and document action plan
 - Reason for Referral
 - Interventions and Strategies
 - Dates of Implementation
 - Person Responsible
 - Documentation of action plan
 - Schedule next meeting date to review plan
 - Parents informed of the action plan
 - Implement action plan
 - Principal and/or designee provides support to implementers
 - Case monitor to meet with teacher to review plan
 - Refer case elsewhere (if appropriate)

- F. Facilitator convenes follow up I&RS Team meeting
 - Review recommendations
 - Determine outcome of action plan
 - Continue, modify, or conclude the intervention/strategies
 - If referring to The Child Study Team, complete the Child Study Team referral form and attach I&RS Team forms

Intervention and Referral Services Procedures Speech Referrals

The I&RS process for a student with a speech difficulty will be similar to that of a student with an academic or behavioral difficulty. The referring individual will complete Form A and submit it to the School Counselor. The School Counselor will then complete all other necessary forms but will also notify the speech pathologist of the referral. The speech pathologist will then observe the class in which the student resides in order to collect information. The speech pathologist will not communicate with the referred student. The speech pathologist will be present at the I&RS meeting to assist with interventions for the action plan. If the action plan is not successful, the I&RS team and the speech pathologist may suggest a speech evaluation. It is important to remember that the speech difficulty must have had an educational impact on the student for an evaluation to be warranted.

Intervention and Referral Services Procedures Occupational Therapy Referrals

A general education student may receive occupational therapy after a medical physician, who specializes in the area of concern, submits a recommendation to the I&RS Team. Once that documentation is received, a district occupational therapist will then meet with the student, evaluate, and determine services. Services will only be given if the disability interferes with a life-process and is or will be impacting learning. The occupational therapist will evaluate the student and determine the length and duration of service. At this time, a 504 should be created. An OT referral must be renewed yearly by the parent with updated medical documentation. In cases where the medical documentation does not need to be renewed yearly (i.e. mobility issues), a triennial review should be the standard.

It is important to keep in mind that occupational therapy is not provided for poor handwriting. Handwriting is a skill that must be reviewed by the classroom teacher. Classroom teachers are not permitted to refer students' occupational therapy services. They may recommend that parents consult a physician for evaluation.

Participants in the I&RS Process

The school's Intervention & Referral Services (I&RS) Team is an ancillary student support service with the goal of assisting school staff and parents to address the spectrum of students learning, behavior and health problems encountered in the general education program. The emphasis is on early identification and intervention to counter problems at the classroom and school level.

The I&RS Team regulations do not mandate a committee structure. The structure of the I&RS Team should be a collaborative team approach featuring structured and collegial planning, decision making and problem solving for general education students.

The intent of the I&RS Team is to address the full range of issues, academic, behavior and health, that may interfere with a student's ability to learn and adjust properly in a school environment.

I&RS Team Participants

- Principal or Designee
- Guidance Counselor
- General Education Teachers
- School Nurse (*if needed*)
- Learning Disability Teacher Consultant (or designee)
- School Psychologist
- SAC Counselor (*if needed*)
- Parent/Guardian of Student
- Academic Support Teacher

Purpose of an Intervention & Referral Team

- To provide a non-threatening support system to teachers
- To assist the teacher in coming up with strategies and techniques for the design and implementation an intervention plan
- To identify and assist students in the regular classroom who are experiencing academic, health and/or behavioral difficulties

Criteria for Team Members

- Knowledge of curriculum and materials
- Interest and ability to assess learning, health and behavioral problems
- Knowledge of techniques for individualizing instruction
- Specialized skills
- Input from individuals of the same culture, language, and background as the student being discussed
- Strong interpersonal skills, allowing team members to communicate well with colleagues, students and parents
- Knowledgeable about the pre-referral process and interested in helping teachers
- Time to devote to the process

Role of I&RS Team Members

- Providing support to teachers as they implement strategies
- Meeting on a regular basis to discuss individual student cases
- Providing follow-up to teachers regarding individual cases
- Making long-term recommendations to the principal based on findings
- Referring students for school services
- Referring students/parents to community resources
- Actively involving parents in the process
- Determining methods for measuring success

Functions of Team Members

- To define and clarify the nature of a student's learning, health and/or behavioral problem; gather information, generate recommendations, evaluate the results and provide follow-up
- To determine building level needs and develop an annual plan that includes short and long- term goals for dealing with those needs
- To implement a process for self-evaluation that assures the continuing professional growth of the member

Team Members Planning Time

The team meets regularly, to discuss the cases referred to them and to consider the effectiveness of the intervention suggested. Teachers must have release time from instructional and school responsibilities to meet.

Characteristics of an Effective I&RS Team Leader

The I&RS Team leader shall demonstrate leadership skills and:

- Advocate for students receiving instruction in the least restrictive environment
- Coordinate team efforts
- Foster collaboration in team meetings
- Encourage referrals of students at risk
- Establish case priorities
- Schedule meetings
- Verify specific actions to be taken on team recommendations
- Ensure timely and appropriate follow-up
- Maintain timelines and accurate records
- Clarify procedures at the meeting

I&RS Meeting Recorder

The I&RS Team meeting recorder shall keep a written account of what occurs during each meeting

I&RS Meeting Time Keeper

The responsibility of the I&RS Team time keeper is to keep all team members on task during each meeting

SECTION II

Suggested Interventions & Strategies To
Be Used By Teachers

Suggested Academic, Personal and Social
Behavior Strategies To Be Used By
Teachers

SUGGESTED ACADEMIC INTERVENTIONS FOR TEACHERS

Reading Modifications

Instructional Preparation:

- ◆ Build background information
- ◆ Develop vocabulary
- ◆ Show a video tape of a novel before reading it. Compare similarities and differences

Reading Instructions:

- ◆ Teacher reads the text aloud using a guided reading procedure
- ◆ Record and upload lessons on ChromeBook.
- ◆ Focus on the pictures to encourage students to rely on visual clues – have students perform an online search for illustrations to develop more interest in the content.
- ◆ Collect high interest low vocabulary books
- ◆ When you read aloud to the class, tape-record the story. Allow students to check out the book and the tape
- ◆ Have students read their favorite books aloud and upload to the computer. Students can create YouTube videos acting out the books.
- ◆ Provide a “Picture Frame” so a student will see only several lines of print at a time
- ◆ Use repeated reading—teacher to student, student to teacher, etc
- ◆ Encourage fluency by timing students reading at independent reading level. Graph progress
- ◆ Provide choral reading opportunities to build confidence
- ◆ Schooltube.com/storyline – celebrities read common stories aloud to create more interest.
- ◆ Newsela.com – teachers and students create accounts and teacher can assign reading via the site. Current and relevant student focused news articles (with comprehension questions and quizzes) written at different lexical levels. Allows students to read same content, but at appropriate reading levels for differentiation.
- ◆ Place colored acetate sheets over text to enhance the contrast and darken the print
- ◆ Preview vocabulary
- ◆ Sight word flashcards/incorporating technology
- ◆ Story Map – The following website creates story maps online
<http://www.readwritethink.org/files/resources/interactives/storymap/>

Written Language Modifications

- ◆ Provide lecture notes by copying a classmate’s or sharing teacher’s note via Google classroom
- ◆ Give separate grades for mechanics and content of written work
- ◆ Use worksheets which require little writing
 - ◆ Allow students to answer test questions orally at least some of the time

- ◆ Give more short quizzes and tests rather than long tests and essays
- ◆ Pair student with able classmate to proofread writing
- ◆ Provide opportunities to write daily
- ◆ Talk to text app on chrome book – allow students to dictate their written work.
- ◆ Type assignments in Google classroom and teacher can edit in real time
- ◆ Graphic organizer using the Chromebook
- ◆ Checklist for proofreading
- ◆ Grammrly (Chrome Extension) – Checks student emails and comments for spelling and grammar mistakes
- ◆ Handheld spellcheckers/dictionaries
- ◆ Fill in the blank writing prompts
- ◆ Carefully structured assignments, and an outline or format to follow may help a child to get started
- ◆ Minimize rote copying tasks
- ◆ Provide word banks
- ◆ Have student begin writing by mapping his ideas
- ◆ Write with an audience in mind
- ◆ Allow student to compose on computer – utilize SketchPad 3.7
<https://sketch.io/sketchpad/>, a site where students can both write and illustrate their work all while saving in the browser.
- ◆ Have students use online story starters to begin the writing process Scholastic Story Starters - <http://www.scholastic.com/teachers/story-starters/>
- ◆ Allow students to use <https://www.citethisforme.com/> to create bibliographies for their work.
- ◆ Concentrate on handwriting as a separate activity

Spelling

- ◆ Teach cover and write method for study
- ◆ Trace words on arm to access tactile sense
- ◆ Adjust number of words on the list. Increase when student reaches mastery on three consecutive tests
- ◆ Allow student to set individual spelling goal
- ◆ Group words into word families that follow a pattern
- ◆ Choose words relevant to the curriculum
- ◆ Highlight prefixes, suffixes and base words to aid visual discrimination
- ◆ Provide student with audio tape of word list to take home for practice testing
- ◆ Provide minimum 10 minutes daily practice
- ◆ Record pretest and posttest scores. Grade on effort and improvement as well as percentage
- ◆ Use magnetic letters to practice spelling with younger children

- ◆ Spelling games on line.
- ◆ Utilize apps that create flashcards to aide in practicing weekly spelling words.
- ◆ Individual whiteboards - Ask the child to practice copying and erasing the target words on a small, individual whiteboards. Two children can be paired to practice their target words together.

Math

- ◆ Allow students to use number lines, calculators and fact tables
- ◆ Encourage the use of fingers if it improves accuracy when student is calculating
- ◆ Use timed drill materials to encourage student to participate
- ◆ Use real life experiences to develop basic concepts
- ◆ Check work immediately before giving more
- ◆ When demonstrating problems, use colored chalk or pens to color code place value
- ◆ If possible, model the math problem using manipulatives
- ◆ Frequently review and reinforce previously taught material. Use daily quizzes
- ◆ Provide personal charts with key words found in work problems
- ◆ Have students create word problems for classmates to solve
- ◆ Teach students the math fact families. Unifix cubes work well for this
- ◆ Prior to paper and pencil calculations, provide numerous opportunities for manipulating real objects
- ◆ Envision math has intervention lessons
- ◆ Reduce number of problems
- ◆ Group like problems together
- ◆ Teach fact family and build fluency with games and challenges
- ◆ Simplify vocabulary words in word problems
- ◆ Have students verbalize the math problems
- ◆ Iexcel.com - IXL is a comprehensive, standards-aligned math and language arts program offering unlimited practice in thousands of skills.
- ◆ Student friendly website to create bar, pie and line graphs - <http://nces.ed.gov/nceskids/createagraph/default.aspx>
- ◆ Use of WWW.Khanacademy.org
- ◆ Complete math assignments on graph paper to keep columns straight
- ◆ Have students draw pictures or diagrams of word problem

Text Books:

- ◆ Keep several copies of highlighted tests
- ◆ Highlight important facts in yellow and highlight vocabulary green
- ◆ Highlight the definition of a word in pink
- ◆ Provide online versions of textbooks **(if available)**

- ◆ iSpeakit – reads content to students. Can change reading speed and voice. Good for silent readers who struggle, they can follow along as the computer reads to them.
- ◆ Fluency Tutor (Teacher/Student Versions) – mainly for lower level readers. Allows teachers to assign and assess reading of students thru audio files and online record keeping.
- ◆ File format converter – when students download materials they can use this site to convert a file to a more user-friendly format <http://www.online-convert.com/>
- ◆ Allow students to preview materials before it is read in class
- ◆ Preview the bold-faced words with students. Practice reading the words.
- ◆ Provide a weekly vocabulary list to students in advance to read and study at home
- ◆ Allow student to check out textbooks to keep at home
- ◆ Develop study guides; highlight important vocabulary

Teacher-Made Materials:

- ◆ Reduce visual clutter on worksheets. Reduce number of problems on a page
- ◆ Make answer lines generous
- ◆ Eliminate unnecessary reading
- ◆ Provide a word bank when appropriate

Daily Assignments:

- ◆ Sometimes divide the assignment in half, completing even or odd problems, but stress and reinforce accuracy
- ◆ Work in cooperative groups or with partners so the student is able to have questions read aloud to him/her
- ◆ Rewrite the material at an appropriate reading level or provide a parallel activity for the same skill
- ◆ At times, allow a student to respond orally
- ◆ When possible, provide extra drill and practice sessions to allow for mastery of a skill
- ◆ Allow a student to illustrate her answer instead of responding in a written format
- ◆ Provide some self-correcting materials for immediate feedback
- ◆ Allow student to just give answer rather than copy an entire sentence or problem
- ◆ For students easily overwhelmed, begin with one-page worksheets with specific information to be completed rather than open-ended assignments
- ◆ Give students brain breaks using Go Noodle, interactive site that has students do an quick exercise to refocus their energy - <https://www.gonoodle.com/>
- ◆ ToDoList – can be added to the toolbar, acts as a reminder list for assignments and tasks. Sends a morning email reminding students of tasks that are due that day.
- ◆ Online to-do lists such as [Remember the Milk](#) can send text alerts reminding students of an upcoming appointment, assignment, or project.

- ◆ As reinforcement have students go to Pete's Power Point Station <http://www.pppst.com/> Hundreds of Power Point presentations across the curriculum to reinforce classroom lessons.

Directions

Oral:

- ◆ Try to keep them concise and simple. No irrelevant information
- ◆ Establish eye contact as much as possible
- ◆ Accompany verbal explanations with a visual demonstration whenever possible
- ◆ When directions are complex, allow students to complete first several steps before giving more directions
- ◆ Use a combination of visual and auditory directions
- ◆ Illustrate or provide photos of the steps of multiple step activities

Written:

- ◆ Use simple sentence structure with concise vocabulary
- ◆ Use to supplement oral directions; add pictorial cues and concrete examples
- ◆ Use highlighter to focus student's attention
- ◆ When posting assignments using a computer utilize Textanim to embellish fonts to engage students - <http://textanim.com/>
- ◆ If there are multiple steps, number them

Assessments:

- ◆ Read tests orally if needed
- ◆ Allow students to test orally when needed
- ◆ Test frequently to monitor progress, use daily quizzes
- ◆ Use recognition of facts rather than factual recall on tests
- ◆ Allow students to test individually when possible

Teacher Made Test:

- ◆ Underline or box the directions
- ◆ Provide examples of correct responses
- ◆ Use large, bold print whenever possible
- ◆ Provide ample space for answers
- ◆ For multiple choice tests, exclude the statements "**All of the Above**" or "**None of the Above**"
- ◆ For matching tests, organize columns with equal number of items in short segments
- ◆ For True or False tests, avoid double negative and eliminate "**All**" or "**Never**"
- ◆ Provide a word bank for fill-in questions
- ◆ For essay tests, provide a blank outline format to help the student organize his/her ideas

Alternative Assessment:

- ◆ Keep portfolios of the best student work samples
- ◆ Provide regular times for student reflection on goals and progress made
- ◆ Allow students to demonstrate knowledge by creating a project or doing a demonstration
- ◆ Allow students to create videos to demonstrate their knowledge. Utilize Wideo to create videos for free - <http://www.wideo.co/en/>

Organization:

- ◆ Post a daily schedule and try to follow it as closely as possible
- ◆ Designate one location to hand in daily assignments
- ◆ Create class routines for activities you do daily
- ◆ Use a peer to help monitor assignments
- ◆ Schedule desk clean-out once a week
- ◆ Use color-coded folders to store work in progress by subject
- ◆ For paper work, provide a “**To Do**” box on one side of the desk and a “**Work Completed**” box on the other

Behavioral/Motivation Support:

- ◆ Have students record their progress on appropriate activities to tap into their desire to do well
- ◆ Keep searching until you find the motivating reward (snacks, computer time, art activity)
- ◆ Change rewards as soon as they lost their effect
- ◆ Let parents know about the reward system—they may want to provide reinforcement at home
- ◆ Create a behavior modification system (point system to chart students’ progress)
- ◆ Rewards are most effective when applied immediately

Communicate with Parent/Guardian:

- ◆ Daily reports home increase communication and aid supportive parents in helping their child
- ◆ Daily logs allow both parents and teacher to write, comments, concerns and suggestions for the student
- ◆ Let parents know when a student has shown improvement during the day—maybe just a brief phone call or email.
- ◆ Encourage parents to set up short term rewards along with long term rewards for good reports from school
- ◆ Have parents sign off on communications sent home to ensure that parents are getting their messages

Suggested Strategies to Address Personal and Social Behaviors For Teachers

General Strategies:

- ◆ Provide opportunities for recognition
- ◆ Offer positive reinforcement for appropriate actions/choices
- ◆ Establish a behavior contract with specific objectives/outcomes
- ◆ Ignore inappropriate behavior that does not warrant immediate attention
- ◆ Conference with family about student's immediate attention
- ◆ Conference with family about student's behavior/negative and positive
- ◆ Provide positive feedback to indicate success; importance; respect

Provide Counseling to Address:

- ◆ Support/Self-esteem/Awareness
- ◆ Social Skills
- ◆ Conflict Resolution
- ◆ Decision Making Skills
- ◆ Anger Management
- ◆ Self-Management
- ◆ Other: _____

Fights with other students:

- ◆ Be mobile to be frequently near the student
- ◆ Maintain visibility away from the student
- ◆ Provide the student with preferential seating
- ◆ Speak with the student about positive/negative actions and the consequences
- ◆ Reduce emphasis on competition
- ◆ Try various groupings to assist the student socially
- ◆ Communicate with the family about the student's progress/concerns

Is easily angered, annoyed, or upset:

- ◆ Provide the student with positive feedback
- ◆ Provide opportunities for the student to ask for assistance
- ◆ Reduce emphasis on competition
- ◆ Provide positive reinforcement for appropriate responses to anger, etc.
- ◆ Provide the student with preferential seating away from peers who stimulate the student to become angry, annoyed or upset
- ◆ Provide a quiet place for the student to work
- ◆ Try various groupings to determine the situation in which the student is most successful
- ◆ Do not force the student to interact with peers if they are likely to become angered, annoyed or upset
- ◆ Provide the student with a selection of activities to perform if he/she become angered, annoyed or upset
- ◆ Maintain consistency in expectations

- ◆ Remove the student from an activity until he/she can demonstrate self-control
- ◆ Provide an area for cool down

Has little or no interaction with peers:

- ◆ Assign a peer helper
- ◆ Encourage others to interact with the students
- ◆ Give the student the responsibility of tutoring a peer
- ◆ Provide the student with opportunities to interact positively with peers
- ◆ Create situations in which the student must work with a peer
- ◆ Try various groupings to determine in which situation the student is most comfortable
- ◆ Have a student run errands with a peers to facilitate interaction
- ◆ Provide preferential seating next to the peers that the students interacts with most
- ◆ Encourage the student to interact with others
- ◆ Communicate with the family to share information about the student's progress
- ◆ Have the student act as group leader in an activity

Bothers other students:

- ◆ Provide preferential seating
- ◆ Interact frequently with the student in order to maintain his/her involvement in the activity
- ◆ Remove the student from the activity until he/she can demonstrate self-control
- ◆ Teach the student appropriate methods to communicate needs to others
- ◆ Seat the student away from the students he/she is most likely to bother
- ◆ Identify a peer to act as a role model
- ◆ Provide the student with a full schedule of activities
- ◆ Maintain visibility away from the student
- ◆ Encourage the student to ask the teacher for assistance
- ◆ Establish classroom rules/provide the student with a copy
- ◆ Provide positive reinforcement to the student for appropriate choices/actions
- ◆ Provide positive reinforcement to students who demonstrate appropriate choices/actions

Makes unnecessary comments or noises:

- ◆ Remove the student from the activity until he/she can demonstrate self-control
- ◆ Communicate with the family to share information about the student's progress
- ◆ Maintain visibility to and from the students/make eye contact with the student
- ◆ Reinforce the student for raising his/her hand in order to be recognized
- ◆ Call on the student when he/she is most likely to be able to respond correctly
- ◆ Give the student responsibilities in the classroom
- ◆ Interact frequently with the student to reduce his/her unnecessary noises
- ◆ Have the student work in small groups to provide frequent opportunities to speak
- ◆ Consider the student's feelings when dealing with his/her behaviors
- ◆ Make the student aware of the number of times he/she makes inappropriate comments/noises
- ◆ Planned ignoring

Does not stay in assigned areas for specified time:

- ◆ Provide the student with positive reinforcement/feedback when in compliance
- ◆ Provide the student with preferential seating so that the student's needs are close to his/her desk
- ◆ Have the student question any directions/instructions he/she does not understand
- ◆ Establish class rules, be consistent in the enforcement
- ◆ Provide positive reinforcement to students who comply with remaining in the assigned area
- ◆ Make sure that the student has what he/she needs to complete assignments/requirements
- ◆ Make sure that the student is told where he/she needs to be at all times
- ◆ Require time spent away from an assigned area to be made up at recess, lunch, etc.
- ◆ Communicate with the family about the expectations of the student and his/her progress/concerns
- ◆ Remind the student before each activity where he/she should be and for how long

Ignores the consequences of his/her behavior:

- ◆ Reinforce the student for engaging in appropriate behavior
- ◆ Establish class rules/reiterate rules often
- ◆ Provide positive reinforcement to students who engage in appropriate behavior
- ◆ Provide the student with social and academic successes
- ◆ Communicate with the family about the expectations and the student's compliance/non-compliance
- ◆ Have the student write about the choice he/she made and the consequence of that choice
- ◆ Remove the student from the group until he/she can demonstrate appropriate behavior and self-control
- ◆ Provide the student with a list of clearly identified expected behaviors and consequences
- ◆ Point out consequences or situations as they occur
- ◆ Avoid placing the student in competitive situations
- ◆ Provide the student with forced choices
- ◆ Allow the student to voice his/her opinion in an appropriate manner
- ◆ Be careful to avoid embarrassing the student

Needs immediate reward/reinforcement to demonstrate appropriate behavior:

- ◆ Have the student maintain a chart of his/her own appropriate behavior
- ◆ Provide the student with positive reinforcement for appropriate behavior
- ◆ Greet and acknowledge the student as often as possible rather than providing recognition only as a reinforcement
- ◆ Do not criticize
- ◆ Communicate with family about the student's progress/concerns
- ◆ Speak with the student to explain the student's inappropriate behavior and what behavior the student needs to do

Behaves Impulsively:

- ◆ Maintain visibility away from the student
- ◆ Be mobile to be frequently near the student
- ◆ Provide preferential seating to limit the student's mobility
- ◆ Assign additional responsibilities to the student (e.g., chores, errands, etc.)
- ◆ Provide the student with clear, simple directions/instructions
- ◆ Provide the student with a routine to be followed in the classroom/other areas of the building
- ◆ Establish classroom rules and consequences
- ◆ Be consistent in enforcing rules
- ◆ Have the student practice counting to ten silently before beginning an activity
- ◆ Deliver a predetermined signal (e.g., hand signal, verbal cue) when the student begins to demonstrate impulsive behavior.
- ◆ Provide the student with positive reinforcement for appropriate behavior/self-control
- ◆ Communicate with the family about the student's progress/concerns
- ◆ Provide the student with written/verbal clues such as **“Stop, Think, Go”** when he/she begins to act impulsively

Does not accept changes in an establish routine:

- ◆ Have the student work near a peer in order to follow changes in an established routine
- ◆ Provide the student with a revised routine
- ◆ Have the student rely on a predetermined signal (e.g., lights off, hand signal, etc) of impending change
- ◆ Provide positive reinforcement to the student for accepting changes
- ◆ Explain the change in the routine to the student personally
- ◆ If possible, inform the student in advance when a substitute teacher will be in the classroom

Cannot work independently:

- ◆ Establish classroom rules/enforce classroom rules
- ◆ Identify a peer to act as a role model
- ◆ Provide preferential seating to limit distractions
- ◆ Provide positive reinforcement to the student for completing assignments independently.
- ◆ Make certain that the student understands the directions/instructions/assignments
- ◆ Have the student complete work not done in class at home
- ◆ Assign the student parts of tasks at a time rather than the entire task
- ◆ Work a few problems with the student to serve as a model

SECTION III

INTERVENTION AND REFERRAL SERVICES

FORMS

Form 1: Team Member Form – School Counselor complete this form by September 15th and forwards to District Director of Special Education and District Director of Guidance K-12

Form 2: Meeting & Agenda Attendance – School Counselor and I&RS participants must sign this form after each meeting

Form 3: Meeting Minutes - Completed by the record keeper after each I&RS committee meeting

Form 4: Progress Documentation Log - Completed by the School Counselor and I&RS committee at the end of the school year on each student

Form A: Initial Request for I&RS Referral - Completed by the referring person.

Form B: Problem Mapping – Completed by School Counselor and teacher prior to the I&RS meeting

Form C: Student Observation – Completed by teacher(s) prior to the I&RS meeting

Form D: Health Information Request - Completed by the Nurse

Form E: Parent Information – Completed by the parent prior to I&RS meeting via telephone/office conference/mail

Form F: Student Self-Assessment – Completed by the student when applicable

Form G: Intervention Plan - Completed by I&RS committee members at the meeting

Form H: Referral to Child Study Team – Completed if intervention plans are not successful after an extended period of time

Intervention and Referral Services Team Members

SCHOOL: _____ SCHOOL YEAR: _____

Position	I&RS Team Member Name
Principal or Designee	
School Counselor	
Nurse	
Substance Awareness Coordinator (SAC)	
Teacher	
Teacher	
Teacher	
Learning Disability Teacher Consultant (LDTC)	
School Psychologist	

Projected I&RS Meeting Dates

(Facilitators must schedule a minimum of two meetings monthly)

Month	Dates	Day	Time	Location
September				
October				
November				
December				
January				
February				
March				
April				
May				
June				

I&RS Facilitator's Signature

Date

Principal's Signature

Date

Intervention and Referral Services

Form 2

Meeting Agenda & Attendance

School: _____

School Year: _____

Meeting Date: _____

Meeting Time: _____

Location: _____

Agenda

Student Name	ID#	Grade	Initial Request	Review
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>
			<input type="checkbox"/>	<input type="checkbox"/>

Attendance

I&RS Team members in attendance (Print Name)	Title	Signature

Signature

Date

Intervention and Referral Services
Meeting Minutes

Form 3

School: _____

Date: _____

Minutes:

--	--

Signature

Date

Intervention and Referral Services Problem Mapping

Name _____ Grade _____

Meeting Date _____

Academics	Behavioral
Study Skills	Health
Emotional	Social
Strengths	Other

Intervention and Referral Services Student Observation

Student Name: _____ Student ID: _____ Teacher's Name: _____ Date: _____

ACADEMIC	LANG. ARTS	MATH	SCIENCE	OTHER
Does not perform academically at his/her ability level	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has limited memory skills	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not follow direction	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Performs assignments carelessly	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is not prepared	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not turn in homework assignments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not remain on task	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cannot work independently	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is easily distracted by auditory/visual stimuli in the classroom	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has difficulty reading	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has severe writing difficulties (composing, spelling)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
PERSONAL/SOCIAL				
Fights with other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Is easily angered, annoyed, or upset	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has little or no interaction with peers	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Bothers other students	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Makes unnecessary comments or noises	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not stay in assigned areas for specified time	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has frequent/unexcused absences	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Has frequent/unexcused tardiness	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Ignores consequences of his/her behavior	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Behaves impulsively	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Does not accept changes in established routine	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Cannot work in a group situation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

COMMENTS: _____

Teacher Signature

Date

Intervention and Referral Services
School Nurse Health Form

TO: _____

FROM: I&RS Team

REFERENCE: _____

DATE: _____

Please complete and return this form to the I&RS Team by: _____

Health History

Is the student currently taking any medication? If yes, please identify, _____

Are you aware of any medical or other condition that could interfere with the student's ability to perform in school? If yes, please describe the condition and its implications.

Are you aware of any medical or other condition that could interfere with the student's ability to perform in school? If yes, please describe the condition and its implications.

Health Assessment:

Date of birth: _____

Height: _____

Vision: _____

Skin condition: _____

Comments: _____

Weight: _____

Hearing: _____

Posture: _____

Socialization:

Observable behaviors: _____

Behavioral changes: _____

Comments: _____

Physical Appearance (e.g. personal hygiene, fatigue, odor of smoke, attire)

Visits to Nurse

Frequency Number: _____

Reasons: _____

Physical Education Excuses

Number: _____

Reasons: _____

Comments: _____

Other Pertinent Information

Intervention and Referral Services
Parent Information

Form E

Date: _____

Name: _____

ID #: _____

D.O.B.: _____

Parent's Name: _____

1. What do you see as your child's strengths?
2. What has been the most successful way to deal with your child's behavior?
3. How can the school assist with the concerns you have for your child or the concerns that have been identified by the school?
4. Is there information about your child or your family situation that would be helpful for the school to know?
5. Is your child on medication? If so, please identify and explain the reason.
6. Have you noticed any significant changes in your child's behavior?
7. Have you noticed any changes with your child's eating habits, sleeping, or physical appearance?
8. Is there anything else you would like to share?

Parent Input/Concerns (strengths, weakness, requests, etc.):

Intervention and Referral Services Student Self-Assessment Form

Form F

Student Name: _____ Date: _____

Check the column that most NEARLY applies to how you view yourself. There are no right or wrong choices, so check what you REALLY do or feel.

	<i>Always</i>	<i>Usually</i>	<i>Sometimes</i>	<i>Hardly Ever</i>	<i>Never</i>
Get homework done					
Demonstrate appropriate hall behavior					
Arrive to school or class on time					
Do what I'm told					
Work hard enough					
Talk in class					
Feel I look good					
Worry about a lot of things					
Think before I do things					
Throw objects in class					
Hit or fight with other students					
Have all materials for class					
Help teacher when asked					
Liked by my teachers					
Pay attention in class					
Clean up desk area					
Popular with other kids					
Able to handle frustration/disappointment					
Feel I'm smart enough					
Obey the bus driver/crossing guard					
Enjoy reading					
Use abusive language					
Control my temper					
Take responsibility for my actions					
Seek help when needed					
Stay out of trouble in school					

What would you like to do or be when you grow up? _____

What do you do on weekends, when there is no school? List your hobbies, special interests and talents you spend time doing on Saturdays or Sundays.

Intervention and Referral Services Action Plan

Form G

School: _____ Teacher: _____ Grade: _____
Student: _____ ID: _____ DOB: _____

Strategy/Intervention <i>(may include strategies for use in instruction or during classroom assessment)</i>	Date Implemented <i>(e.g., 9/14/15 to 12/1/16)</i>	Frequency and Duration by Whom <i>(e.g., 4 X per week for 15 minutes by classroom teacher)</i>	Effectiveness – explain why the intervention was successful or unsuccessful
1.			
2.			
3.			
4.			

Student Strengths:

Student Weaknesses:

General Nature of

Follow-Up Meeting(s) and outcomes of I&RS Plan:

Date:

	No further action
	Modify Original I&RS Action Plan
	Continue Original I&RS Plan
	Refer to Child Study Team
	Monitor in following grade level
	Other Recommendation (Specify):

Signature (I&RS Committee Chairperson)

Date

FORT LEE PUBLIC SCHOOLS

REFERRAL TO CHILD STUDY TEAM

STUDENT NAME: _____	GRADE: _____
PERSON COMPLETING: _____	BIRTHDATE: _____ C.A.: _____
TEACHER: _____	SCHOOL: _____
GUIDANCE: _____	PARENTS: _____
BSI: _____	TELEPHONE: (H) _____
ESL: _____	TELEPHONE: (W) _____
HOME ADDRESS: _____	

To the Referring Agent:

6A:14-3.3 (e)

When a preschool or school age student is referred for an initial evaluation to determine eligibility for special education programs and services, a meeting with the Child Study Team, parent and regular education teacher who is knowledgeable about the student's performance or a teacher who is knowledgeable about the district's program shall convene 20 calendar days (excluding school holidays, but not summer) of receipt of written request. On the basis of the review of all relevant data (6A:14-3.4 (2)) a determination as to the need for evaluation will be made.

Please be aware that upon request the parent will be provided with a full copy of this form.

I. REASON FOR REFERRAL:

- Provide a well detailed description of problem.

- Student's current educational status and/or grade level functioning in relation to the student's peers.

REASON FOR REFERRAL (continued)

- Describe student's predominant learning style.

- Interaction with peers

- Describe student strengths and/or special interests.

- Describe the effect of problem with the general curriculum.

REASON FOR REFERRAL (continued)

II. BUILDING-BASED INTERVENTIONS:

Include systematic written documentation of results from staff. Documentation provided to parents at conferences held. The educational interventions that have been attempted to remediate the problem over a sustained period of time) 6A:16-7.2.

<u>INTERVENTION</u>	<u>RESULT</u>
----------------------------	----------------------

BSI

I&RS

ESL

COUNSELING

PARENTAL

OTHER

III. BEHAVIORAL REFERRALS: (If this is a behaviorally based referral, discuss all actions taken and the matter in which the student's behavior interferes with his/her or others' learning).

- Explain any behavioral/attitudinal and/or non-compliance problem.

- Does this behavior interfere with the students learning? How?

REASON FOR REFERRAL (continued)

• What behavioral interventions or management systems have been attempted?

• Were these interventions successful? How did the student respond?

IV. OTHER IMPORTANT INFORMATION TO BE INCLUDED:

- Photocopy of student's permanent record
- Photocopy of attendance card
- Photocopy of Standardized Test Scores
- Photocopy report card grades
- Medical background data: vision/hearing (school nurse)
- Submit to building administrator for approval; signature required.
- Discipline record

VII: OTHER INSTRUCTORS: (Submit this form to all other academic and special area teachers with whom this student comes into contact. Please comment on this student's performance in your subject area).

Referred by: _____ Title or Subject Area: _____ Date: _____

Principal's Signature: _____ Date _____ Referral Notice Mailed: _____