

THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT

*Richard Stockton College of New Jersey
Southern Regional Institute and Educational
Technology Training Center (SRI/ETTC)
Presents*



PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

Behavioral Management Strategies for Creating a Productive Learning Environment and Minimizing Behavioral Disruptions

Course Description:

This workshop is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

Schools are regularly confronted with diverse student populations and significant numbers of students with learning, health and behavior problems. These developments suggest the need for innovative responses for remediating mild to severe behavioral disruptions in the classroom.

Participants will examine the relationship between student behaviors, class activities, and teacher behaviors in order to determine the factors that successfully increase students' engagement in the learning process. This analysis will assist in identifying the factors that negatively influence students' learning and that can contribute to inappropriate behaviors. Using a hands-on approach, I&RS team members will learn innovative, research-based strategies and methods for creating productive learning environments and minimizing behavior disruptions.

Course Content:

The workshop will address the topics listed below:

1. Characteristics of a positive, safe school and classroom climate.
2. Positive responses to verbal and physical outbursts.
3. Relationships among student behaviors, teacher behaviors, and time on task (active engagement in the learning process).
4. Increasing engaged time through effective behavior modifications.

Learning Objectives:

As a result of their participation in this session, participants will:

1. Have a practical understanding of techniques for maintaining a positive, safe classroom environment that is conducive to learning.

2. Be able to develop effective responses to classroom outbursts, such as verbal abuse or unanticipated physical actions.
3. Be able to identify disruptive student behaviors that result from factors in the instructional environment.
4. Be able to adjust the instructional environment to maximize students' engagement in the learning process.
5. Be able to implement the behavioral strategies through I&RS action plans.
6. Be able to identify situations where the use of intervention techniques, such as verbal and physical calming of out-of-control students would be effective.
7. Be aware of data gathering techniques to use in assessing the achievement of the goals and objectives identified in the I&RS team action plans.

**Training programs are available at no cost.
Professional Development Certificates will be issued.**

Visit www.ettc.net/Intervention to register for Professional Development Opportunities.

Funds for the I&RS Technical Assistance Project were provided in full by the New Jersey Department of Education under a grant from the United States Department of Education, Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.

THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT

*Richard Stockton College of New Jersey
Southern Regional Institute and Educational
Technology Training Center (SRI/ETTC)
Presents*



PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

In Class Supports for Students Struggling Academically in Grades K-4

Course Description:

This program is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

School staff today are engaged with an increasingly diverse student population and an increasing number and proportion of students with learning and behavior problems. These developments have contributed to a tremendous need for interventions that can help these students to achieve success in the general education classroom. The emphasis of this course is on providing I&RS team members serving kindergarten through fourth grades with a framework for identifying critical skill deficits in reading, writing, math, and classroom behavior. Participants will expand their capacities to generate and apply innovative school-based strategies aimed at enhancing academic achievement and social competence.

Using a hands-on approach, I&RS team members will be provided with innovative, research-based strategies and widely implemented methods for helping students to be more successful learners. The workshop includes a description of how the teaching and learning strategies work, how they can be applied, and where to find additional resources.

Course Content:

The course will address the topics described below:

1. Understanding why student labels matter and how they can significantly impact learning.
2. Understanding how brain research is redefining teaching.
3. Identifying learning styles and memory strengths.
4. Identifying critical academic sub-skill sets in reading, writing, and math.
5. Developing proactive intervention strategies that create a productive, disruption-free classroom environment.

Learning Objectives:

As a result of their participation in this session, participants will be able to:

1. Identify essential academic skills for student success in reading, writing, and math.
2. Design individual interventions based on a differentiated model of instruction.
3. Identify the important skills for students to exhibit productive classroom behavior.
4. Develop an optimal learning approach for each student based on his or her unique learning needs.
5. Develop and design interventions to improve academic performance and achieve a disruption-free classroom.
6. Increase their repertoire of “tricks, tools and techniques” to be utilized in the I&RS action planning process.
7. Help their colleagues accommodate diverse learning styles, skills, and abilities in the general education classroom.

**Training programs are available at no cost.
Professional Development Certificates will be issued.**

Visit www.etc.net/Intervention or call (609) 625-6040 to find dates, locations and registration information for Professional Development Opportunities.

THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT

***Richard Stockton College of New Jersey
Southern Regional Institute and Educational
Technology Training Center (SRI/ETTC)
Presents***



PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

In Class Supports for Students Struggling Academically in High School

Course Description:

This course is designed to supplement the I&RS team trainings provided by the New Jersey Department of Education and support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

This course will provide I&RS team members in the high school setting with a fresh perspective on important skills necessary for promoting the academic success of high school students. Participants will learn how to identify critical skill deficits typical of high school learners, while expanding their capacities to generate and apply innovative strategies to complex learning and behavior problems.

The program will demonstrate specific strategies for building critical skills intended to help students in grades 9-12 overcome barriers to learning. Participants will be provided with innovative, research-based strategies and successfully implemented methods of helping students to be more successful learners. The workshop includes hands-on activities and explanations of how the teaching and learning strategies work, how they can be applied, and where to find additional information (e.g., experts in the field, books, websites, other resources).

Participants also will learn that these strategies are most successful when they are implemented in a system that encourages collaboration among staff, students, and parents.

Course Content:

The course will address the topics described below:

1. Why high school students benefit from hands-on, life-related learning activities, integrated instruction and cooperative learning groups.
2. Why labels matter, and how they can significantly impact learning.
3. How brain research is redefining teaching.
4. The impact of alcohol use on adolescent brain development.
5. How high school students present their learning deficits through alcohol and other drug use, absenteeism, tardiness, homework incompleteness, and disruptive, distracted and disengaged behavior.

6. The critical sub-skills of learning in the content areas, and in general learning at the high school level.

Learning Objectives:

As a result of their participation in this session, participants will:

1. Match educational strategies with anticipated behavior improvements.
2. Identify critical educational strategies for high school students -
 - a. Attention and learning;
 - b. Memory;
 - c. Motivation;
 - d. Note taking;
 - e. Organization;
 - f. Test taking;
 - g. Test preparation;
 - h. Reading comprehension; and
 - i. Writing and proof reading.
3. Demonstrate how homework-related issues can be addressed through the I&RS process.
4. Develop a framework for matching educational strategies with specific content areas in order to -
 - a. Identify the “skills within the skills;” and
 - b. Strengthen reading in the content areas.
5. Demonstrate how a combination of traditional teaching methods and creative, accelerated learning techniques are important for student learning.

**Training programs are available at no cost.
Professional Development Certificates will be issued.**

Visit www.etc.net/Intervention to register for Professional Development Opportunities.

THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT

*Richard Stockton College of New Jersey
Southern Regional Institute and Educational
Technology Training Center (SRI/ETTC)
Presents*



PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

Data-Driven Decision-Making for Teams of Intervention and Referral Services

Course Description:

This workshop is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

Data-driven decision-making is a system of teaching and management practices that gets better information about students into the hands of classroom teachers, administrators, and I&RS teams. Collected data can be utilized to analyze the classroom environment, teaching and classroom management strategies, learning difficulties; to determine SMART goals; to select appropriate interventions, and to evaluate the effectiveness of interventions.

The first purpose of this workshop is to increase I&RS member understanding of data-driven decision-making and its relevance to the I&RS process. The second purpose of this workshop is to increase I&RS member knowledge of data collection and analysis procedures and effective goal setting principles.

Course Content:

The workshop will address the following topics:

1. Defining target behaviors.
2. Setting SMART objectives for I&RS interventions.
3. Collecting and analyzing data for behavior and learning issues.
4. Selecting appropriate interventions based on data.
5. Utilizing data to evaluate progress toward objectives.

Learning Objectives:

As a result of participation in this workshop, I&RS participants will be able to:

1. Articulate the essential elements of effective data-driven decision-making.
2. Understand the importance of establishing SMART objectives.
3. Develop SMART objectives based on data collection.

4. Develop and establish data collection systems to measure and monitor the success rate of I&RS action plans.
5. Define behavior in specific, observable, and quantifiable terms.
6. Determine which type of data-collection and charting system is appropriate for a given behavior or learning issue.
7. Describe various types of data-collection and charting procedures and their functions.
8. Utilize data to determine the select interventions and to determine the effectiveness of interventions.

**Training programs are available at no cost.
Professional Development Certificates will be issued.**

Visit www.etc.net/Intervention to register for Professional Development Opportunities.

Funds for the I&RS Technical Assistance Project were provided in full by the New Jersey Department of Education under a grant from the United States Department of Education, Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.

THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT

*Richard Stockton College of New Jersey
Southern Regional Institute and Educational
Technology Training Center (SRI/ETTC)
Presents*



PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

In Class Supports for Students Struggling Academically in Middle School

Course Description:

This program is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

In a rush to complete homework as quickly as possible and deal with the stress of passing high-stakes exams, many middle school students experience education as mainly an information transfer process, rather than also as a vehicle for learning “how to learn.” This course will provide I&RS team members in middle school settings with a fresh perspective on the skills necessary for promoting the academic success of students in the middle grades. Participants will be provided with skills and strategies for identifying students’ critical skill deficits, while expanding their capacities to generate and apply innovative strategies for resolving complex learning and behavior problems. Participants will examine how these skill deficits are manifested in the behavior of middle school students (i.e., homework deficiencies, attention, and motivation). Differentiated instruction skills and strategies will be applied to address students’ skill deficits and related behavioral issues.

Using a hands-on approach, I&RS team members will be provided with innovative, research-based strategies and widely implemented methods for helping students to be more successful learners. The workshop will include demonstrations of how the teaching and learning strategies work, how they can be applied, and where to find additional information (e.g., experts in the field, books, websites, other resources).

Course Content:

The course will address the topics described below:

1. Why middle school students have the developmental need for hands-on, life-related learning activities, integrated instruction and cooperative learning groups.
2. Why labels matter, and how they can significantly impact learning.
3. Learning styles and memory strengths that are essential for optimal learning among middle school students.
4. Identification of students’ critical core content deficits.

5. Characteristics of effective learning communities.
6. Differentiated instruction.
7. Proactive intervention strategies that can create a productive, disruption-free classroom environment.

Learning Objectives:

As a result of their participation in this session, participants will be able to:

1. Define differentiated instruction.
2. Develop strategies for the differentiation of instruction in terms of -
 - a. content (what the teacher plans to teach);
 - b. process (how the teacher plans instruction); and
 - c. product (how student learning is assessed).
3. Identify how traditional teaching methods and creative, accelerated learning techniques can work together to help students improve their abilities to learn.
4. Create leadership road maps for the challenged students.
5. Develop middle school educational strategies that address -
 - a. Attention and learning;
 - b. Memory;
 - c. Note-taking;
 - d. Organization;
 - e. Test taking;
 - f. Test preparation; and
 - g. Reading comprehension.
6. Identify ways homework-related issues can be addressed through the I&RS process and ways I&RS teams can increase their efficiency in resolving homework problems.

**Training programs are available at no cost.
Professional Development Certificates will be issued.**

Visit www.etc.net/Intervention or call (609) 625-6040 to find dates, locations and registration information for Professional Development Opportunities.