Summer 2009

The Intervention and Referral Services Technical Assistance Project

A Partnership Between the Southern Regional Institute and ETTC
at The Richard Stockton College of New Jersey
and the New Jersey Department of Education

Did You Know . . .

The I&RS Project at a Glance

The I&RS Technical Assistance Project provides technical assistance, consultation, and professional development services, networking opportunities and materials and other resources to support school district and school building staff in the effective implementation of *N.J.A.C.* 6A:16-8 Intervention and Referral Services (I&RS) and the New Jersey Department of Education's best practices for I&RS implementation. The I&RS Technical Assistance Project's programs, services and guidance are designed to support the planning, development, implementation, evaluation and maintenance of building-based I&RS problem-solving teams. Services are provided at no cost to public schools,

- Professional development programs in basic and advanced knowledge and practices for the effective implementation of I&RS functions
- Telephone, on-site and web-based support, guidance, technical assistance and consultation services on the effective implementation of the I&RS regulations, the NJDOE's I&RS best practices and advanced I&RS practices
- Regional, county, local and web-based forums for school staff throughout the state to network and share information on basic and advanced effective I&RS practices
- I&RS Technical Assistance website with features such as the latest I&RS news and

Setting SMART Objectives

Is your I&RS Team SMART about writing behavioral objectives for action plans?
In order to measure the success of the interventions, the objectives you set should be:

Specific: *Do they describe the exact observable behavior rather than implied behaviors?*

Measurable: *How will you evaluate progress based on student dat*

Achievable: *Are the objectives challenging but not beyond the reach of the student?*

Realistic: *Are the objectives within the resources and abilities of those responsible for implementing the plan?*

Timely: *Can the objectives be achieved within a 4-6 week timeframe?*

Visit the Project Website:

www.ettc.net/intervention

- Professional development opportunities
- Best practices resources
- On-line discussion forum
- Resource Manual, *N.J.A.C.* 6A:16-8, and I&RS Team forms
- NJDOE I&RS video programs
- Calendar of Events

RESOURCES

Center on Instruction

www.centeroninstruction.org/

A collection of scientifically based research and information on K-12 instruction in reading, math, science, special education, and English language learning.

Center for Evidence-Based Practices: Young Children with Challenging Behavior

http://challengingbehavior.org

End-of-the School Year and the 3 R's:

Please share your opinion about I&RS Professional Development opportunities by completing a brief opinion poll found on the project website: **www.ettc.net/intervention**

The end of the school year is a perfect time to review your I&RS program. This process involves reviewing your cases, assessing the effectiveness of action plans and your I&RS process, and making recommendations for next year. *N.J.A.C.* 6A:16-8(a)10 and 11 require your team 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, "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."

This "annual report" provides your team with an opportunity to contribute ideas that can often improve programs and services in your building. It also allows you to review the needs of your team members, plan for professional development, review the resources available to your team, update the forms used by the team — the possibilities are endless! If you need advice or assistance in the preparation of this document, con-

"We cannot direct the wind… but we can adjust

Ideas From the Field: Homework Issues

The following intervention strategies for homework issues were contributed during brainstorming sessions at the I&RS Team Trainings provided throughout the year. They have not been fully refined but may be of use to you.

1. Provide a peer tutor or have an adult mentor work with the student at lunch or after-school.
2. Give a second set of books/materials for home.
3. Give the student a special job on days when homework is complete.
4. Have the student email teacher if he/she needs clarification on homework..
5. Reduce the percent of homework needed to complete.
6. Allow the student to work on homework at the end of the school day.
7. Enlist parental support by providing a parent checklist for homework completion.
8. Give the student a week of homework at one time and allow to hand in as he/she finishes it.
9. Allow the student a choice over type of assignment or project to be done.
10. Do a daily backpack check.
11. Have the student participate in study skills group with school counselor.
12. Allow the student to do homework on a computer.
13. Work with the student to identify rewards such as homework passes or incentive points.
14. Review progress weekly with the student.
15. Have the student be the classroom homework collector and/or checker when he/she has completed homework.
16. Display the student's good work.
17. Allow the student to be "big buddy" to a younger student when he/she has

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For more information about the project email: