



Fall 2009

The Intervention and Referral Services Technical Assistance Project

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

Parent Connection

According to N.J.A.C. 6A:16-8.2(a)6, parents must be “actively involved” in the development and implementation of I&RS action plans. Having parents involved can be very beneficial to the success of the I&RS process. For effective parent involvement, it is important to clarify the following issues within your school/district’s I&RS program: how parents will be notified, how information will be obtained from parents, if and how parents will be included in action planning meetings, and how parental involvement will be maintained throughout the I&RS process. Tips on involving parents:

- A telephone call or in-person meeting with parents is most effective because questions, fears and anxiety can be addressed immediately.
- Choose the team or staff member with the best chance of successfully communicating with the parents.
- Determine whether or not to invite parents to action planning meetings. Many teams find it detrimental to the process—parents may feel overwhelmed or threatened, and problem solving may be inhibited.
- Keep parents informed and involved, as much as possible, in the I&RS action plan. They can support the process and even implement intervention strategies at home.

Data-Collection Corner

I&RS is an outcome-oriented program. During the I&RS process the team examines behavior, determines specific, measurable objectives, and plans interventions to effect change and increase student success. In order to measure the effectiveness of action plans, teams must collect and analyze data regarding the behavior they are trying to change in order to know if the plan has achieved the objectives.

Before implementing an intervention strategy, teams should first collect baseline data regarding the behavior or learning issue. Using specific, observable description of the targeted behavior, choose a strategy to best measure the behavior, i.e., classroom products, event recording, duration recording, interval recording, time sampling, latency recording, or a functional behavior assessment (FBA). Also, decide who will collect and analyze the data. Once the intervention has begun, frequently monitor progress and analyze the data. For definitions of these tools, and more information on data-driven decision-making, go to the Resources page of our website.



www.ettc.net/intervention

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 sample I&RS Team forms
- NJDOE I&RS video programs
- Calendar of Workshops and Professional Development opportunities

Net-SOURCES

www.interventioncentral.com

Free tools and resources to help school staff and parents promote positive classroom behaviors and foster effective learning for all children.

Search for academic and behavioral intervention strategies, download publications on effective teaching practices, and find tools that streamline classroom assessment of student’s educational problems and intervention.



Participate in the I&RS Technical Assistance Project **Webinar, I&RS: The Multi-Disciplinary Team Model, Thursday, September 24th**

3:30-4:30 pm

Register at www.ettc.net/intervention



“No one can whistle a symphony. It takes an orchestra to play it.”

H.E. Luccock

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For more information about the project email:
intervention@stockton.edu

Professional Development Opportunities

The I&RS Technical Assistance Project offers professional development programs for I&RS team members, including team training and supplemental workshops, webinar sessions, and networking opportunities. These programs are FREE to all schools in New Jersey. You can get more information and register for these programs at www.ettc.net/intervention.

- ✓ Team Training
- ✓ Individual Training
- ✓ Administrator Training
- ✓ One-Size Does Not Fit All
- ✓ Engaging the Disaffected Student
- ✓ Mental Health Issues
- ✓ Classroom Management
- ✓ Data-driven Decision-making
- ✓ Brain-based Learning
- ✓ Best Practices for I&RS Team Processes

What's Your Role? Case Coordinator

Case coordinators are in a pivotal position for ensuring the success of the I&RS process for assigned I&RS cases. All team members should serve turns as case coordinators, either on a rotating, pre-determined basis, e.g., by grade level. The case coordinator is the primary contact with the person requesting assistance. His/her job is to lead the requestor through the process, provide support, help them feel at ease, and obtain critical information, as well as coordinate technical assistance to all individuals responsible for implementing the action plan for the identified educational issue.

Case coordinators perform the following tasks and functions:

- Distributing all information collection forms.
- Overseeing the completion of all information collection forms.
- Collecting all completed information collection forms.
- Compiling and summarizing all of the behaviorally-specific information on the issue.
- Interviewing the person requesting assistance.
- Conducting observations of the issue, where possible.
- Analyzing trends and patterns of documented behavior.
- Presenting the compiled information and perceived trends at the pre-scheduled meeting.
- Overseeing implementation of each component of the action plan.
- Providing support to those responsible for carrying out the action plan.
- Coordinating communications and plans for actively involving parents.
- Providing insight into decisions for either maintaining the current action plan, developing a new plan, terminating the plan, or referring the case to CST.

Focus on Intervention Strategies: Behavior

Looking for strategies to address behavior issues? Try these net-sources:

- ✓ www.behavioradvisor.com
- ✓ www.behavioradvisor.com/oldindex.html
- ✓ www.pbis.org
- ✓ www.drwilliammartin.tripod.com/classm.html