Winter 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

Time Flies When You're I&RS-ing

Your I&RS case schedule is full and your meeting time is limited. How can you complete an action plan in a 30-40 minute meeting ? Follow these pointers to make the most of your time!

- Make sure the case coordinator has compiled all necessary information prior to the start of the meeting. He/she can then present the case to all participants.
- Adhere to a pre-determined meeting format, such as the one here, and choose a Time Keeper who will keep the team moving through the problem solving steps.
- Don't eliminate the brainstorming portion of the meeting. You'll have more interventions to choose from when writing the action plan.

Tasks	Minutes
Summarize the problem -Review information collected -Review prior interventions	3-4
Negotiate an objective -Measurable and behavioral	2-3
Brainstorm solutions	6-8
Clarify and refine suggestions	6-7
Select solutions/recommendations -Requesting person -Team members -Other school and community resources	6-8
Develop action plan -Include support for implementers, evaluative criteria, and parent follow-up	7-10

Problem-Solving: Storming Your Brains

Brainstorming is an essential part of the action planning process. Teams often feel that they lack ideas for intervention strategies; it may be a matter of storming your brains to find some new ideas! Keep these guidelines in mind when your team is brainstorming intervention possibilities:

- Set a time limit (6-8 minutes) and choose a time keeper before you begin.
- Go for quantity, not quality during this time— a free flow of ideas will produce creative solutions.
- Record all ideas for everyone to see.
- No evaluation, discussion or comments on ideas during this time.
- No "side" conversations during the brainstorming session.
- Creative and unique ideas are encouraged; after all, the traditional ideas haven't been working!
- Save the brainstormed ideas in an "idea notebook" for future use.

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

Net-SOURCES

A website from the University of Kansas, with strategies to help students with special needs successfully access the general education curriculum.

www.specialconnections.ku.edu/cgi-bin/cgiwrap/specconn/index.php

Contains resources for instruction, assessment, collaboration and behavior plans.

The resources on this website do not pertain to only special education students, but to all students and teachers.

Engaging the Disaffected Student

January 20, 2010:
Central region

April 21, 2010:
Northern region

Register at www.ettc.net/intervention

Coming together is a beginning.
Keeping together is a process.
Working together is a success.
-Henry Ford

Funds for the I&RS Technical Assistance project, were provided in full by a grant from the United States Department of Education, Safe and Drug-Free School Program, through the New Jersey Department of Education, under Title IV, Part A: The Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.

For more information about the project email: intervention@stockton.edu or call: 609-625-6040

Check Your Behaviors!

The first step to a successful action plan is the Request For Assistance.

What issue will the I&RS team be addressing?

Teach your staff how to describe behavior in the following ways:

- Specific
- Observable
- Factual
- Objective
- Descriptive
- Quantifiable

Examples:

For the past 3 weeks Steven has been banging on his desk with his fist for 50% of reading instruction time.

Over the past marking period, Alyssa's math test grade average has gone from a 93% to a 52%. She completes her homework 25% of the time, with 40% accuracy.

Since winter break Mario has been disruptive in homeroom 50% of the time. He shouts obscenities, he knocks books off desks, and he takes things from other students.

What's Your Role? Time Keeper and Record Keeper

Your I&RS team should have a designated Time Keeper and a Record Keeper.

The ***Time Keeper's*** role is particularly important when teams are engaged in the steps of the problem-solving model, since each step of the model is time-limited. The time-keeper helps maintain efficiency in team proceedings by being responsible for the following tasks and functions:

- Making sure that the team adheres to all time limits.
- Assisting the facilitator in keeping members on task during meetings to complete tasks in their allotted time periods.

The ***Record Keeper*** is responsible for the following tasks in the I&RS process:

- Registering and maintaining accurate, written accounts of all meetings.
- Maintaining all program files in a locking file cabinet.
- Retaining a supply of forms.
- Documenting strategies from brainstorming sessions.
- Keeping a current calendar for the I&RS team.

Focus on Intervention Strategies: Reading

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

- ✔ www.fcrr.org/interventions
- ✔ www.gosbr.net/reading
- ✔ www.teachers.cr.k12.de.us/~galgano.dibel2.htm
- ✔ www.educationoasis.com/curriculum/Reading/reading.htm
- ✔ www.jimwrightonline.com/pdfdocs/brouge/rdngManual.PDF