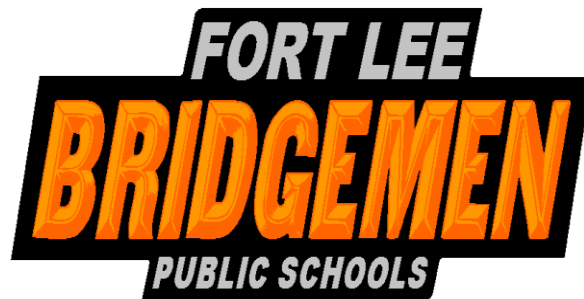Fort Lee School District
Department of School Counseling
K-12 Department of Special Education

Intervention & Referral Services
Procedural Manual

Table of Contents

<u>Mission Statement</u>

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

I&RS Procedures

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

Meeting Format

Hibstervention

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

In September the I&RS Team is to announce the dates and times of the I&RS meetings for the year. There are to be two meetings per month**.** September meetings should be used to discuss cases carried over from the year prior. Action plans from the previous year should be distributed to current year teachers. The entire I&RS process is tracked through the Hibstervention Software System. All forms are electronically stored, viewed and signed off on within this system.

Step 1: The referring person (teacher, family, or staff member) must create a pre-referral and manage best practices and interventions for a minimum of three weeks prior to referring to I&RS. Three weeks is best practice but not mandatory for all cases. The pre-referral and the pre-referral form must be completed in its entirety prior to the referral being accepted.

Step 2: The I&RS Team will review the pre-referral and decide whether or not the case will be accepted. Parental contact will be made to inform parents of the meeting date. The following data will be gathered to discuss at the meeting-- report cards, standardized test data, attendance information, discipline data, social-emotional referrals, prior referrals and teacher observation forms. The nurse must complete it and then upload it back into the Document tab. All data should be in Hibstervention or uploaded into the Document tab of Hibstervention. Paper folders will no longer be kept.

Step 3: Develop the formal action plan at the I&RS meeting. The I&RS Team, in conjunction with the family and the teacher(s), develops an action plan to assist the student and the teacher. The action plan should be completed at the meeting and is a tool to assist teachers in assisting the student. The action plan should consist of strategies for the teacher to use in the classroom but can also include outside assistance. Each action plan should include a multitude of interventions/best practices and be assigned to all teachers the student sees including elective teachers. Each individual intervention should be assigned to the teacher who is required to rate the effectiveness of it. Be sure to complete frequency and duration of each.

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. Cases should be reviewed between forty and ninety days. It is best practice to set up a rotating schedule to ensure students are actively reviewed multiple times a year. Meeting minutes are to be recorded at each meeting in the Case Notes tab of Hibstervention.

Step 4: Once the I&RS team create the action plan it should be shared with all teachers and parents of the student. The case manager is to ensure all staff signatures are obtained via Staff Signature tab in Hibstervention.

Step 5: *Support, Evaluate and Continue the Process:* Teachers must rate the effectiveness of the interventions/best practices in the action plan every two weeks via Hibstervention.

Student work samples should be collected multiple times a year and stored in the Documents tab of Hibstervention. All teachers must complete a Hibstervention Observation prior to each meeting.

Step 6: The School Counselor notifies the teacher(s) and all individuals with 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. 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 forty to ninety 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 7: 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 via Hibstervention. 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. A referral to the Child Study Team can be submitted electronically via Hibstervention.

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 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. Parents are to be actively involved in the process but parental permission is not required.

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. Students whom are referred to occupational therapy, BSI and end of year retention should be reviewed and monitored by the I&RS Team.

I&RS Team Participants

- Principal or Designee
- School Counselor
- One Consistent General Education Teacher & Special Area or Special Education Teacher
- One Consistent Child Study Team Member
- School Nurse
- Additional CST Support *(as needed)*
- Additional Staff *(as needed)*
- SAC Counselor *(as needed)*
- Parent/Guardian of Student

Role of I&RS Team Members

- **Chair Person** (Administrator)
- **Facilitator** (School Counselor)
- **Recorder**: The I&RS Team meeting recorder shall keep a record of meeting minutes at each meeting.
- **Time Keeper**: The responsibility of the I&RS Team time keeper is to keep all team members on task during each meeting. Meetings should not exceed sixty to ninety minutes and individual student meetings should not exceed fifteen minutes.

Criteria for Team Members

- Knowledge of Hibstervention Software
- 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

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

Meeting Format

- Meeting will not exceed sixty to ninety minutes
- Reach a consensus on the student's issues. Identify specifics. (5 minutes)
- Negotiate the objective. "Where should we start?" (5 minutes)
- Brainstorm alternatives (10 minutes)
- Suggest strategies for trial
- Committee refines suggestions and sets up action plan (5 minutes)
- Follow up plan developed (5 minutes)
- Who, what, where, when and how

Hibstervention

Hibstervention is the software program which manages I&RS and 504 planning electronically. All plans, signatures, evaluations and observations will be done electronically and stored in Hibstervention.

SECTION II

Suggested Interventions & Strategies
To Be Used By Teachers

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

**SUGGESTED ACADEMIC INTERVENTIONS
FOR TEACHERS**

(Hibstervention provides additional interventions)

Reading Modifications

Instructional Preparation:
♦ Build background information
♦ Develop vocabulary
♦ Show a video 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, 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 when available
♦ Checklist for proofreading
♦ Grammarly (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 selling 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 recording 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 online.
- 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. Unfix 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

♦ 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 (when available)
♦ 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 (when available)
♦ 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/ (when available)
♦ 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/

(when available)

- 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 (when available).
- Online to-do lists such as [Remember the Milk](#) can send text alerts reminding students of an upcoming appointment, assignment, or project (when available).

- 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 (when available).

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 family about expectations and 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 student with a routine to be followed in classroom/other areas of building
- ♦ Establish classroom rules and consequences and 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 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

Forms

Intervention and Referral Services
<u>Team Members & Meeting Dates</u>
(Form can be found in the "Document" tab of Hibstervention)

SCHOOL:_____   SCHOOL YEAR: _____

Position	I&RS Team Member Name
Principal or Designee	
School Counselor	
CST Member	
Teacher	
Nurse	
Substance Awareness Coordinator (when needed)	

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

Pre-Referral Assessment Form for Teachers
(Form is completed in Hibstervention prior to referral)

Please complete this form in Hibstervention in its entirety before submitting the preferral to the I&RS Team.

Name of Teacher Completing the Form:_____

Student Name: _____

Date: _____

Total Number of Student Absences to Date: _____

Dates of Parent Contact: _____

Information Discussed With Parent: _____
_____
_____
_____

Assessment Name	19-20 Score	18-19 Score	17-18 Score	16-17 Score
Fountas & Pinnell Independent Reading Level				
STAR Math				
STAR ELA				
NJSLA Math				
NJSLA English				
Other _____				

Other Relevant Assessment Information: _____
_____
_____
_____

Intervention and Referral Services
<u>School Nurse Health Form</u>
(Form can be found in the "Document" tab of Hibstervention. Please print, complete and re-upload.)

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: _____   Weight: _____

Vision: _____   Hearing: _____

Skin condition: _____   Posture: _____

Comments: _____

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

<div align="center">

Intervention and Referral Services
<u>Nurse Observation Form</u>
(Form is emailed to nurse via Hibstervention)

</div>

Physical Appearance

Complaining of nausea/stomach ache

○ Never ○ Rarely ○ Occasionally ○ Frequently

Disoriented

○ Never ○ Rarely ○ Occasionally ○ Frequently

Fatigue

○ Never ○ Rarely ○ Occasionally ○ Frequently

Food issues (example: refusal to eat lunch, etc.)

○ Never ○ Rarely ○ Occasionally ○ Frequently

Frequent cold-like symptoms

○ Never ○ Rarely ○ Occasionally ○ Frequently

Frequently expresses concern with personal health

○ Never ○ Rarely ○ Occasionally ○ Frequently

Headaches

◉ Never ○ Rarely ○ Occasionally ○ Frequently

Noticeable change in weight

○ Never ○ Rarely ○ Occasionally ○ Frequently

Poor hygiene

○ Never ○ Rarely ○ Occasionally ○ Frequently

Poor motor skills

○ Never ○ Rarely ○ Occasionally ○ Frequently

Unexplained physical injuries

○ Never ○ Rarely ○ Occasionally ○ Frequently

Unsteady on feet

○ Never ○ Rarely ○ Occasionally ○ Frequently

Intervention and Referral Services
<u>Problem Mapping</u>
(Optional form which can be found in the "Document" tab of Hibstervention. Please print, complete and re-upload.)

Name_____   **Grade** _____

Meeting Date_____

Academics	Behavioral
Study Skills	**Health**
Emotional	**Social**
Strengths	**Weaknesses or Other**

INTERVENTION & REFERRAL SERVICES PLAN
Action Plan
(Form is completed in Hibstervention)

Student:	Grade:
Address	Sex:
Phone:	Date of Birth:
ID:	Parent/Guardian:
Tracking Number:	Created Date:
Plan Type:	Exit Date and Exit Reason:

The I&RS Committee has determined that the aforementioned student, with whom you work, is eligible for strategies and interventions under NJAC 6A:16-7.2. For a student to be eligible for an I&RS Plan, the student must be experiencing academic, behavioral, and/or medical difficulties.

The following plan lists strategies and interventions that you are required to provide to this student. If you have any questions about how you should implement these strategies and interventions, please contact the student's I&RS Coordinator.

Please implement the following strategies for a minimum amount of time as prescribed by your I&RS team and rate effectiveness of strategies/interventions at the end of the intervention period.

NJ Smart Goal (Optional):

Specific Difficulty	Best Practice Interventions	Effectiveness (1-5)	Staff Responsibility	Frequency/Duration

Additional Information (Optional):

Signatures:

Print Name	Title	Signature	Date

FORT LEE PUBLIC SCHOOLS
REFERRAL TO CHILD STUDY TEAM
(Form can be completed by clicking the "Refer to CST" button in Hibstervention)

Student's Name: _____   DOB:_____

Grade: _____   Age: _____

School : _____   Teacher: _____

I&RS: Yes / No _____   504 Plan: Yes / No   * If Yes, attach plan.

Referred by: _____

Signature of referring agent: _____

Reason for Referral

_____Academic Concerns	_____ Behavioral/Emotional
_____Speech/Language	_____ Other (please specify)
_____Motor	

State the **specifics of your concern**:
_____
_____

Please provide the **instructional levels** at which the student can perform independently.

_____
_____
_____

State academic/personal **strengths and interests** of student:
_____
_____

List dates of parent conferences held to discuss concerns:

_____   _____   _____

Who attended conference(s): _____

Outcome (s): Additional modifications, referral to I&RS, 504, etc.:

_____
_____

2.   Describe educational history - include retentions, transfer in grade/dates, attendance concerns, etc.

School Year:	Grade:	School Attended:	Comments:

3.   List **I&RS meeting dates** and attach I &RS document(s).

_____

Formal Interventions taken prior to referral:

N.J.A.C. 6A:16-17 requires that "Intervention and Referral Services be provided to pupils in the general education program who are experiencing difficulties in their classrooms."

4. If the student has not had I&RS or 504 Plan, then list the **interventions that have been utilized in the classroom**. For example: alternative assessments, accommodations to homework/classwork, behavior modification program, organization or study skills instruction, alternative strategies/methods.

Intervention:	Duration/Timeline:	Outcome:

Other Important Information to be included:

Health History Form completed by school nurse

Two work samples in area (s) of concern

Copy of classroom -based assessment(s) in area(s) of concern

Principal's Signature: _____ Date: _____