

I&RS

Why?

Intervention and Referral Services

NJ Administrative Code (Law) N.J.A.C. 6A:16-7,2(a)6

“School districts shall establish and implement intervention and referral services designed to assist students who are experiencing significant LEARNING, BEHAVIOR or HEALTH difficulties in the regular education classroom.”

What is I&RS?

I&RS programs are intended to be used as

- Primary mechanism in a school building for assisting general education staff in order to expand their skills and abilities to successfully accommodate the needs of significant numbers of students in the general education program who are at risk for school failure.**

When do I refer a student to I&RS?

- Classroom teacher initiated interventions do not improve student success over time
- No measurable improvements are observed
- Problem/issues become worse

Red Flags (one or more of the following)

- ✓ Difficulty with retention of learned material
- ✓ Little or no progress with instructional support
- ✓ Low performance on tests etc.
- ✓ Changes in mood and/or behavior
- ✓ Low performance on class work or homework

How do I identify and label the problem before I request assistance from I&RS?

The problem identification process begins with

- Specifically describing the problem in objective behavioral terms.
- The classroom teacher generates his or her own intervention plan and collects measurable data over a predetermined length of time (at least 10 days).

Description of the problem

Vague

Johnny is having difficulty in math.

Stan has weak writing skills.

Jane is disruptive in class.

Lori doesn't do her homework.

Specific

Johnny does not regroup accurately when solving 2-3 digit problems involving addition, subtraction and multiplication.

Stan's written responses are not relevant to questions posed.

Jane calls out 6-10 times in a 42 minute class period.

Lori does her homework on average of 2x a week.

Collect data....

for at least 10 days to get a baseline and help to determine if your intervention is working.

Make data collection...

as painless as possible!

We certainly don't want to spend more time collecting data than we do with our students!

Determining how and when you are going to do it is half the battle!

Quick ways to collect data

- Pennies, paperclips from one pocket to another for each occurrence
- Tally on hand or sticky note with a pen
- Rubber bands on wrist each time event occurs

Make time for your data. Take a few minutes at the end of the day to quickly review it. Review of data over a week's time can yield important trends.

Examples of the types of evidence that may be collected by a teacher and used to support the I&RS process.

- Student work samples
- Attendance record
- Nurse's report for vision/hearing
- Quizzes and test
- Record of demerits or detentions
- Curriculum-based measures
- Most recent interim/report card
- Student interview notes
- Behavior chart
- Parent interview notes
- Other _____

Follow the Process Below

- 1) Teacher identifies problem and is in contact with parent → 2) Teacher attempts interventions and collects data (minimum 10 days) → 3) If no improvement, teacher picks up I&RS request for assistance form located in the CST office and fills it in → 4) Teacher attaches all data documentation → 5) Teacher drops form and attachments personally to Linda in CST office (must be handed to her directly)

