

Phases of I&RS

1. *Request for Assistance*
 2. *Information Collection*
 3. *Parent/Guardian Notification*
 4. *Problem Solving*
 5. *Develop & Implement Action Plan*
 6. *Support, Evaluate & Determine Future Action*
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I&RS Meeting Format

Summarize the Problem

- *Review information*
- *Identify Student Strengths*
- *Identify Student Concerns*
- *Review prior interventions*

Negotiate an objective

- *Reasonable, measureable, attainable, short term*

Brainstorm Solutions

- *Instructional strategies, supports, services*

Clarify & refine suggestions

- *Instructional strategies, supports, services*

Select solutions/recommendations

- *Focus on area of most impact*

Develop the Action Plan

- *Timeline*
- *Evaluation criteria*
- *Shared responsibility*

“Our task today is to provide an education for the kinds of kids we have, not the kind of kids we used to have, or want to have, or the kids that exist in our dreams.”

- K.P. Gerlack



If you are interested in learning more about I&RS at your school, please contact your building's principal. If you are interested in additional I&RS related resources or attending I&RS training, visit the I&RS Technical Assistance Project at:

www.ettc.net/intervention

The complete Intervention and Referral Services Manual can be found online at:

<http://www.state.nj.us/education/students/irs/>

State of New Jersey. Department of Education.
Division of Student Services. *Resource Manual for Intervention and Referral Services (I&RS)*. Reprinted September 2008.

Washington Township Schools

Intervention & Referral Services



Benedict A. Cucinella School
Flocktown-Kossmann School
Long Valley Middle School
Old Farmer's Road School

What is I&RS?

Intervention and Referral Services is a *general education process* that supports classroom educators with assisting students experiencing learning, behavior, or health difficulties with the goal of ameliorating identified educational concerns. I&RS uses a problem-solving approach to identify student needs and employs available resources to address those needs in a coordinated manner.



A multi-disciplinary team is at the core of the process, bringing together representatives from all aspects of a child's educational experience to support staff in helping students grow, especially those with a background in a child's area of need.

Standards for I&RS are mandated in New Jersey Administrative Code (6A:16-8).

The process is ongoing and systematic in that it identifies a target skill or concept that would have the most impact on a child's learning, gathers measureable benchmark data, implements an appropriate intervention, and determines its effectiveness through a study of post-intervention data.

Functions of an I&RS Team

1. Identify learning, behavior and health difficulties of students
2. Collect thorough information on the identified difficulties
3. Collaboratively develop and implement action plans that provide appropriate school or community interventions or referrals to school or community resources based on gathered data and desired outcomes targeted at the identified difficulty
4. Provide support, guidance and professional development to school faculty/staff who identify learning, behavior and health difficulties
5. Provide support, guidance and professional development to school faculty/staff who participate in planning and providing intervention and referral services
6. Actively involve parents/guardians in the development and implementation of I&RS action plans
7. Coordinate access to and delivery of school resources and services for achieving outcomes identified in I&RS plans
8. Coordinate community-based resources to achieve outcomes of I&RS plans
9. Maintain confidential records of all requests for assistance and action plans
10. Review and assess the effectiveness of each plan toward achieving the outcomes and modify the plan to do so as appropriate
11. At a minimum, annually review action plans and actions taken to make recommendations for improving school programs and services

FAQs

When should I ask for assistance from I&RS? The point of intervention should be when specific, observable student behaviors, in combination with an objectively observed life skill deficiency, result in a pattern of academic, behavior or health difficulties.

How do I initiate the process? The I&RS process begins when an educator who works with the student, or parent requests assistance by completing the Request for Assistance form available from your child's school. The form is then reviewed, the parent is notified and the student's House leader sets a meeting date and time with the I&RS team.

How does the process work? The team asks for relevant data pertaining to the child's difficulty. In a problem-solving manner a priority is selected, and an objective developed. Solutions are brainstormed, prioritized and mutually agreed upon. A plan is created, implemented and evaluated over an agreed upon period of time, after which a review meeting is held to determine the degree of success in achieving its outcomes, and the next course of action is determined.

What is the goal of an I&RS plan? To maximize the chances for short-term success, as well as a long-term change in the individual. I&RS plans do not fail; they simply provide additional information to consider and guide us in our future work.