

# THE INTERVENTION AND REFERRAL SERVICES (I&RS) TECHNICAL ASSISTANCE PROJECT

*Richard Stockton College of New Jersey  
Southern Regional Institute and Educational  
Technology Training Center (SRI/ETTC)  
Presents*



## PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

### TRAINING FOR BUILDING-BASED TEAMS OF INTERVENTION AND REFERRAL SERVICES (I&RS)

#### **PROGRAM DESCRIPTION**

This training program is specifically designed to provide schools which have **new** or **reorganized** (e.g. new members, new structure) school building **I&RS teams** with basic information, materials and skills to help them fulfill the regulatory requirements for the planning, development, implementation and maintenance of programs of I&RS (*N.J.A.C. 6A:16-8*). Professional development credits will be offered to participants.

The program will be delivered on two consecutive days, at no cost, in each of three regions of the state, and must be attended by three representative members of the building-based I&RS team (i.e., either the principal, assistant principal or I&RS team leader for the building; a student support services staff member; and a general education instructor). All three members must register on the I&RS T.A. Project website ([www.ettc.net/Intervention](http://www.ettc.net/Intervention)).

All I&RS team members must be on staff in the designated school building or must be assigned by the district to provide services in the designated school building. **No more than three** I&RS team members from each building can be accommodated in the training. Each participant will receive a copy of the NJDOE publication entitled Resource Manual for Intervention and Referral Services.

Coffee/tea will be provided during morning registration. Participants will be responsible for their lunches. ***Please note: State regulations prohibit outside food from being brought into conference facilities located in hotels.***

Participants will be able to perform the following tasks as a result of their participation in this technical support program:

1. Summarize the provisions of administrative code (*N.J.A.C. 6A:16-8*) for the implementation of I&RS.

2. Explain the benefits and purposes of using the building-based multidisciplinary team model as a best practice for addressing academic, behavior and health barriers for students in grades K-12.
3. Identify the theoretical and research underpinnings of the I&RS multidisciplinary team model.
4. Apply the procedures for identifying and assisting students with academic, behavior and health problems.
5. Employ a systematic problem-solving process for the creative and resourceful resolution of identified educational problems.
6. Provide effective consultations with students' parents and with school staff who request assistance for educational problems.
7. Review information gathered and the actions taken as a result of the building's system of I&RS and make recommendations to the principal for improving school programs and services.
8. Develop a plan of action for I&RS program implementation.
9. Apply research-based principles and practices to the planning, management and maintenance of building-based I&RS teams.
10. Describe the importance of developing collaborative relationships with diverse school and community resources in support of I&RS activities.
11. Describe applications of the I&RS program that support school-wide planning.

Training programs are available at no cost.

**Visit [www.etc.net/Intervention](http://www.etc.net/Intervention) or call (609) 625-6040 to find dates, locations and registration information for Professional Development Opportunities.**

Funds for the I&RS Technical Assistance Project were provided in full by the New Jersey Department of Education under a grant from the United States Department of Education, Safe and Drug-Free Schools and Communities Act of the No Child Left Behind Act.

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## PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

### INTERVENTION AND REFERRAL SERVICES (I&RS) STATEWIDE TRAINING FOR INDIVIDUALS

#### ***PROGRAM DESCRIPTION***

This program is designed for ***individual staff members*** who have been added to an existing building-based team of I&RS or who are interested in learning about the NJDOE model for implementing I&RS programs. The program will provide applicants with an in-depth orientation to the functioning of I&RS teams, consistent with NJDOE regulations (*N.J.A.C. 6A:16-8*) and I&RS best practices. Participants will be provided with information, materials and skills to help them fulfill the regulatory requirements for the planning, development, implementation and maintenance of I&RS programs. Each participant will receive a copy of the reprinted 2002 iteration of the NJDOE publication entitled Resource Manual for Intervention and Referral Services. Participants will be responsible for their lunches. Coffee/tea will be provided during morning registration. ***State regulations prohibit outside food from being brought into conference facilities located in hotels.***

#### ***PROGRAM OBJECTIVES***

Participants will be able to perform the following tasks as a result of their participation in this program:

- 1) Summarize the provisions of administrative code (*N.J.A.C. 6A:16-8*) for the implementation of intervention and referral services.
- 2) Explain the benefits and purposes of using the building-based multidisciplinary team model as a best practice for addressing academic, behavior and health barriers for students in grades K-12.
- 3) Identify the theoretical and research underpinnings of the I&RS multidisciplinary team model.
- 4) Apply the procedures for identifying and assisting students with academic, behavior and health problems.
- 5) Employ a systematic problem-solving process for the creative and resourceful resolution of identified education problems.

- 6) Provide effective consultations with students' parents and with school staff who request assistance for educational problems.
- 7) Review information gathered and the actions taken as a result of the building's system of I&RS and make recommendations to the principal for improving school programs and services.
- 8) Identify the key components of a plan of action for I&RS program implementation and a strategy for developing a plan of action for I&RS program implementation.
- 9) Apply research-based principles and practices to the planning, management and maintenance of building-based I&RS teams.
- 10) Describe the importance of developing collaborative relationships with diverse school and community resources in support of I&RS activities.
- 11) Describe applications of the I&RS program that support school-wide planning.

PLEASE NOTE: Staff members who have attended the NJDOE's *Training for Building-based Teams of Intervention and Referral Services* should **not** register for this program.

Training programs are available at no cost.

**Visit [www.etc.net/Intervention](http://www.etc.net/Intervention) or call (609) 625-6040 to find dates, locations and registration information for this and many other Professional Development Opportunities.**

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## **PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS**

### **ENGAGING THE DISAFFECTED STUDENT: ANALYZING AND RESPONDING TO STUDENT BEHAVIOR ISSUES**

#### ***Course Description***

This program is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

The middle and high school years are characterized by an increase in "internalizing" behaviors for some students. The adolescent phase of development, a critical time for the development of intrapersonal worth and interpersonal competence, can be a trying and challenging experience for middle and high school students. Internalizing behaviors may be reflected in an increased level of depression, increased level of anxiety, decreased level of self-worth, weakened sense of belonging, or increased thoughts of having no control over one's life. Behaviorally, students may express their internal conflicts through social withdrawal, decreased motivation, failure to complete work, failure to prepare properly for instruction, irritability, disengagement or general unresponsiveness.

The first purpose of this program is to increase I&RS team member understanding of behaviors that are common when students become disconnected from learning and school participation. The second purpose is to identify school- and classroom-based practices that can be utilized to help adolescent students reconnect with their learning and school community. The workshop is based on the belief that all students, under the proper conditions, would opt for successful school participation rather than social isolation and academic failure.

#### ***Course Content***

The program will address the following topics:

1. Common characteristics of the disaffected student.
2. The function of disengagement for the student.
3. Building-based initiatives to address the needs of the disaffected student.
4. Classroom-based initiatives to address the needs of the disaffected student.

### ***Learning Objectives***

As a result of participation in this program, participants will be able to:

1. Recognize behavioral indicators that are consistent with a student who is disaffected.
2. Apply their knowledge of disaffected students to communicate with professionals in the school and community.
3. Understand selected school- and classroom-based strategies for increasing the participation of disaffected students in the educational program.
4. Develop comprehensive I&RS action plans designed to address the needs of disaffected students.
5. Develop and establish data collection systems to measure and monitor the success rate of I&RS action plans.

Training programs are available at no cost.

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## PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

### One Size Does Not Fit All: Developing Strategies to Address the Learning and Behavior Problems of Students in Grades K-4

#### ***Course Description***

This program is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

School staff today are engaged with an increasingly diverse student population and an increasing number and proportion of students with learning and behavior problems. These developments have contributed to a tremendous need for interventions that can help these students to achieve success in the general education classroom. The emphasis of this course is on providing I&RS team members serving kindergarten through fourth grades with a framework for identifying critical skill deficits in reading, writing, math, and classroom behavior. Participants will expand their capacities to generate and apply innovative school-based strategies aimed at enhancing academic achievement and social competence.

Using a hands-on approach, I&RS team members will be provided with innovative, research-based strategies and widely implemented methods for helping students to be more successful learners. The workshop includes a description of how the teaching and learning strategies work, how they can be applied, and where to find additional resources.

#### ***COURSE CONTENT***

The course will address the topics described below:

1. Understanding why student labels matter and how they can significantly impact learning.
2. Understanding how brain research is redefining teaching.
3. Identifying learning styles and memory strengths.
4. Identifying critical academic sub-skill sets in reading, writing, and math.
5. Developing proactive intervention strategies that create a productive, disruption-free classroom environment.

## ***LEARNING OBJECTIVES***

As a result of their participation in this session, participants will be able to:

1. Identify essential academic skills for student success in reading, writing, and math.
2. Design individual interventions based on a differentiated model of instruction.
3. Identify the important skills for students to exhibit productive classroom behavior.
4. Develop an optimal learning approach for each student based on his or her unique learning needs.
5. Develop and design interventions to improve academic performance and achieve a disruption-free classroom.
6. Increase their repertoire of “tricks, tools and techniques” to be utilized in the I&RS action planning process.
7. Help their colleagues accommodate diverse learning styles, skills, and abilities in the general education classroom.

Training programs are available at no cost.

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## PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS

### One Size Does Not Fit All: Developing Strategies to Address the Learning and Behavior Problems of Students in Middle School

#### ***Course Description***

This program is designed to supplement the Intervention and Referral Services (I&RS) team trainings provided by the New Jersey Department of Education and to support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

In a rush to complete homework as quickly as possible and deal with the stress of passing high-stakes exams, many middle school students experience education as mainly an information transfer process, rather than also as a vehicle for learning “how to learn.” This course will provide I&RS team members in middle school settings with a fresh perspective on the skills necessary for promoting the academic success of students in the middle grades. Participants will be provided with skills and strategies for identifying students’ critical skill deficits, while expanding their capacities to generate and apply innovative strategies for resolving complex learning and behavior problems. Participants will examine how these skill deficits are manifested in the behavior of middle school students (i.e., homework deficiencies, attention, and motivation). Differentiated instruction skills and strategies will be applied to address students’ skill deficits and related behavioral issues.

Using a hands-on approach, I&RS team members will be provided with innovative, research-based strategies and widely implemented methods for helping students to be more successful learners. The workshop will include demonstrations of how the teaching and learning strategies work, how they can be applied, and where to find additional information (e.g., experts in the field, books, websites, other resources).

#### ***Course Content***

The course will address the topics described below:

1. Why middle school students have the developmental need for hands-on, life-related learning activities, integrated instruction and cooperative learning groups.
2. Why labels matter, and how they can significantly impact learning.
3. Learning styles and memory strengths that are essential for optimal learning among middle school students.
4. Identification of students’ critical core content deficits.

5. Characteristics of effective learning communities.
6. Differentiated instruction.
7. Proactive intervention strategies that can create a productive, disruption-free classroom environment.

### ***Learning Objectives***

As a result of their participation in this session, participants will be able to:

1. Define differentiated instruction.
2. Develop strategies for the differentiation of instruction in terms of -
  - a. content (what the teacher plans to teach);
  - b. process (how the teacher plans instruction); and
  - c. product (how student learning is assessed).
3. Identify how traditional teaching methods and creative, accelerated learning techniques can work together to help students improve their abilities to learn.
4. Create leadership road maps for the challenged students.
5. Develop middle school educational strategies that address -
  - a. Attention and learning;
  - b. Memory;
  - c. Note-taking;
  - d. Organization;
  - e. Test taking;
  - f. Test preparation; and
  - g. Reading comprehension.
6. Identify ways homework-related issues can be addressed through the I&RS process and ways I&RS teams can increase their efficiency in resolving homework problems.

Training programs are available at no cost.

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## **PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS**

### **One Size Does Not Fit All: Developing Strategies to Address the Learning and Behavior Problems of Students in High School**

#### ***Course Description***

This course is designed to supplement the I&RS team trainings provided by the New Jersey Department of Education and support the ongoing professional development of I&RS team members, pursuant to N.J.A.C. 6A:16-8.2(b)5.

This course will provide I&RS team members in the high school setting with a fresh perspective on important skills necessary for promoting the academic success of high school students. Participants will learn how to identify critical skill deficits typical of high school learners, while expanding their capacities to generate and apply innovative strategies to complex learning and behavior problems.

The program will demonstrate specific strategies for building critical skills intended to help students in grades 9-12 overcome barriers to learning. Participants will be provided with innovative, research-based strategies and successfully implemented methods of helping students to be more successful learners. The workshop includes hands-on activities and explanations of how the teaching and learning strategies work, how they can be applied, and where to find additional information (e.g., experts in the field, books, websites, other resources).

Participants also will learn that these strategies are most successful when they are implemented in a system that encourages collaboration among staff, students, and parents.

#### ***Course Content***

The course will address the topics described below:

1. Why high school students benefit from hands-on, life-related learning activities, integrated instruction and cooperative learning groups.
2. Why labels matter, and how they can significantly impact learning.
3. How brain research is redefining teaching.
4. The impact of alcohol use on adolescent brain development.
5. How high school students present their learning deficits through alcohol and other drug use, absenteeism, tardiness, homework incompleteness, and disruptive, distracted and disengaged behavior.

6. The critical sub-skills of learning in the content areas, and in general learning at the high school level.

### ***Learning Objectives***

As a result of their participation in this session, participants will:

1. Match educational strategies with anticipated behavior improvements.
2. Identify critical educational strategies for high school students -
  - a. Attention and learning;
  - b. Memory;
  - c. Motivation;
  - d. Note taking;
  - e. Organization;
  - f. Test taking;
  - g. Test preparation;
  - h. Reading comprehension; and
  - i. Writing and proof reading.
3. Demonstrate how homework-related issues can be addressed through the I&RS process.
4. Develop a framework for matching educational strategies with specific content areas in order to -
  - a. Identify the “skills within the skills;” and
  - b. Strengthen reading in the content areas.
5. Demonstrate how a combination of traditional teaching methods and creative, accelerated learning techniques are important for student learning.

Training programs are available at no cost.

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## **NETWORKING OPPORTUNITIES FOR I&RS TEAM MEMBERS**

Networking forums are open to I&RS team members who have previously attended either the NJDOE's professional development program entitled "Intervention and Referral Services(I&RS) Statewide Training for Individuals" or "Training for Building-based Teams of Intervention and Referral Services"

The Networking Forums provide opportunities for school staff to share information, ideas and resources on effective I&RS practices.

Participants in the Networking Forums will have an opportunity to interact with I&RS team members from other school districts and to learn new strategies for addressing I&RS team issues, including specific student health, behavior and learning difficulties, team functions, team wellness, I&RS program development and parent and community involvement.

The forums are designed to maximize interaction in both small and large group settings. As a result of participation in these forums, participants will:

- Learn new strategies for addressing I&RS team issues, including specific student health, behavior and learning issues, team function and wellness, and parent and community involvement.
- Gain a greater understanding of I&RS administrative code, team function and wellness, and specific I&RS issues.

Training programs are available at no cost.

**Visit [www.etc.net/Intervention](http://www.etc.net/Intervention) or call (609) 625-6040 to find dates, locations and registration information for Professional Development Networking Opportunities.**

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## **PROFESSIONAL DEVELOPMENT OPPORTUNITY FOR ADMINISTRATORS**

### **Planning and Implementing a Successful I&RS Program**

#### ***PROGRAM DESCRIPTION***

This training program is specifically designed to provide administrators of schools which have new or reorganized (e.g., new members, new structure) school building I&RS teams with basic information, materials and skills to help them support the effective implementation of *N.J.A.C. 6A:16-8*. Professional development credits will be offered to participants.

As a result of their participation in this technical support program participants will be able to:

1. Summarize the provisions of administrative code (*N.J.A.C. 6A:16-8*) for the implementation of I&RS.
2. Explain the benefits and purposes of using the building-based multidisciplinary team model as a best practice for addressing academic, behavior and health barriers for students in grades K-12.
3. Identify the theoretical and research underpinnings of the I&RS multidisciplinary team model.
4. Describe and identify the importance of each of the following components of the NJDOE's best practice model for the implementation of I&RS:
  - a. Procedures for identifying and assisting students with academic, behavior and health problems.
  - b. A systematic problem-solving process for the creative and resourceful resolution of identified educational problems.
  - c. The characteristics of an effective consultation model.

- d. The review of the building's system of I&RS in order to make recommendations for improving school programs and services.
5. Develop a plan of action for I&RS program implementation.
6. Apply research-based principles and practices to the planning, management and maintenance of building-based I&RS teams.
7. Describe the importance of developing collaborative relationships with diverse school and community resources in support of I&RS activities.
8. Describe applications of the I&RS program that support school-wide planning.

**This program will be delivered at no cost.**

**Registration must be completed on the I&RS Technical Assistance Project website ([www.ettc.net/Intervention](http://www.ettc.net/Intervention)).**

Each participant will receive a copy of the NJDOE publication entitled Resource Manual for Intervention and Referral Services.

**Visit [www.ettc.net/Intervention](http://www.ettc.net/Intervention) or call (609) 625-6040 for registration information for Professional Development Opportunities.**

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## **PROFESSIONAL DEVELOPMENT OPPORTUNITIES FOR I&RS TEAM MEMBERS**

### **Managing Mental Health Disorders in the Classroom**

#### ***Course Description***

This course is designed to support the work of the I&RS Team by increasing understanding of common mental health illnesses and issues that affect student performance in the classroom and other school settings. The presenter will discuss the obligations of the I&RS Team to identify students, develop and implement effective intervention plans with teachers, and identify the resources available within the family, the school, the school district and the community. Participants will explore the disruptive and sometimes disturbing behaviors exhibited by students, and discuss ways to accommodate the students' needs within the school environment.

#### ***Course Content***

The workshop will address the topics described below:

1. Identify and understand common mental health disorders.
2. Discuss the frequency of such disorders within the regular population.
3. Identify common behaviors associated with the disorder.
4. Review I&RS Team responsibility to identify available resources.
5. Introduce Adapted, Personalized Interactions (de-escalation; conferencing; empathy; invitation.)
6. Discuss the need for referral, avoiding the pitfalls of committing the district to unnecessary costs and obligations.
7. Returning to the school community, following the training, and beginning (continuing) the work of influencing the delivery of services on behalf of children with mental health needs.

**Training programs are available at no cost.**

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