

Intervention & Referral Services Manual



** Information and procedures provided in this manual have been adapted for use from the New Jersey Department of Education*

NORTH ARLINGTON PUBLIC SCHOOLS

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Overview

The purpose of this manual is to serve as a resource that is intended to assist all stakeholders in attaining the mission of our school district, where all students will meet or achieve the standards set forth by the state of New Jersey, regardless of any barriers to academic achievement.

Since the effectiveness of fulfilling this mission will depend largely upon the capacity of our school's ability to respond to the diverse educational needs of our students and any emerging academic, behavioral and health challenges, the manual will provide guidelines and procedures to administrators and I &RS teams regarding their functions, responsibilities and roles as it pertains to the intervention and referral school based process. It will additionally ensure that our schools and district are compliant with the state of New Jersey's Intervention and Referral Services code mandate (N.J.A.C. 6A:16-8.1.,8.2). The code requires that each school choose the appropriate multidisciplinary team approach for the planning and delivery of services (N.J.A.C. 6A:16-8.1.,8.2).

**A majority of the suggested I&RS practices and procedures included in the manual has been adapted from the New Jersey Department of Education.*

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New Jersey Administrative Code Intervention & Referral Service

N.J.A.C.-6A:16-8.1 Establishment of intervention and referral services

District boards of education shall establish and implement a coordinated system in each school building 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.
 - i. The intervention and referral services provided for students with learning disabilities shall be coordinated with the student's Individualized Education Program team, as appropriate.

N.J.A.C- 6A:16-8.2 Functions of intervention and referral services.

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 student;
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;

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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, according to the requirements of 34 CFR Part 98, 34 CFR Part 99, 42 CFR Part II, N.J.S.A. 18A:40A-7.1, N.J.A.C. 6A:16-3.2, and N.J.A.C 6:3-2.1;
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.

N.J.A.C -6A:16-8.3 School staff and community member roles for planning and implementing intervention and referral services

(a) The district board of education shall establish guidelines for the involvement of school staff and community members in each building's system of intervention and referral services, which shall, at a minimum:

1. Identify the roles and responsibilities of the building staff who participate in each building's system for planning and providing intervention and referral services, including the roles and responsibilities of staff members who identify learning, behavior or health difficulties;
2. Identify the roles and responsibilities of other district staff for aiding in the development and implementation of intervention and referral services action plans; and
3. *Identify the roles, responsibilities and parameters for the participation of community members*

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I&RS School Team Members

As specified in N.J.A.C. 6A:16-8.3, each school will identify the roles and responsibilities of the building and district staff who participate in planning and providing intervention and referral services. The following leadership roles described below should be assigned to a different member of the “School” I&RS team. It is suggested that roles rotate on a predetermined basis.

The Person Requesting Assistance - Requests for help from the I&RS team for educational problems can be made by any individual who works with students on behalf of the school district, as well as by parents.

Building Principal or General Education Designee – If the principal does not serve as a member of the School group, his or her designee should be on the staff of the regular education program for the building and have the *authority of the principal to make decisions* to fully develop and implement I&RS action plans.

General Education Teacher – The team should have a representative of the instructional staff for the building. The team may choose to include more than one teacher to represent various grades or disciplines.

Student Support Staff - One or more representatives from among the following student support titles should be included on the team: substance awareness coordinator, guidance counselor, school psychologist, learning disabilities teacher-consultant, school social worker, speech language specialist or school nurse. Literacy coaches, attendance officers and Social Workers should serve as extended team members as well.

***All district I&RS Teams should minimally consist of the I&RS Advisor, Classroom Teacher, nurse, school CST Representative.**

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I&RS Process

Step 1-Request for Assistance

Problem Identification-The *overall* process begins when a staff member or parent identifies a problem and decides that they need assistance with a *learning, behavior or health* problem encountered in the general education program.

Any staff member can make a request for assistance to the I&RS/504 team by completing Initial Request for Assistance forms (see appendices) and returning them to the school I&RS Coordinator.

Any parent can make a request for assistance to the District I&RS Coordinator by submitting an email to IRS@navikings.org.

The coordinator will review the form to ensure the identified student is clearly defined and that all accompanying documentation forms are provided. They will simultaneously assign a case manager and schedule the initial problem-solving meeting (approximately two weeks from receipt of the request) and the first follow-up meeting (approximately four-six weeks after the initial problem-solving meeting).

Step 2- Information Collection

- **Distribute the Information Collection Forms**

The first task is the collection of comprehensive information on the presenting problem. Only ***Specific, descriptive, objective and factual*** information and data on ***observable behaviors*** regarding ***academics, behavior and health*** are retrieved from the person requesting assistance and other staff and community members. This will ensure the ability to formulate a complete picture of the problem and the context in which it occurs.

- **Conduct Staff & Student Interviews**

The case manager, at a minimum, *interviews* the person requesting assistance, the student and where appropriate, *other school staff*.

- **The case manager should also gather prior performance data relevant to the student to further identify the student's difficulties in the general education program.**

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Step 3-Parent Notification

The I&RS Coordinator will establish the date, time and location of required staff to attend.

They will notify School Team Members and other required staff of the meeting at least one week prior to the meeting date.

Notification to the parent/guardians scheduled meeting should be ensured by the following:

- Mail notice of meeting to parent/guardian (confirm address)
- Parent /guardian contact via phone
- Notice of meeting sent home with students.

Step 4- I&RS Team Meeting-Action Planning

After *all* information has been obtained for a case, the team should systematically complete the steps of the problem-solving process within 30 to 45 minutes or less. The following problem-solving model obtained from the NJDOE I&RS resources may be used to analyze and strategize requests for assistance should incorporate the following basic steps, they are described below:

Problem Solving Process

- Describe the problem
- Select and state the priority problem
- Develop a behavioral objective
- Review prior Interventions
- Brainstorm Solutions
- Analyze and evaluate brainstormed solutions
- Mutually agree upon a solution

Eligibility for services, based on the analysis and solution planning the I&RS team will determine the student's eligibility for I&RS and or 504 services.

Development of Action Plan- Once the team determine the student should receive I&RS services the team will develop an action plan that specifies

Goals & Objectives- These must be written in observable and measurable terms.

Intervention Strategies- Intervention strategies will be developed based on identified goals and objectives and utilizing the collective expertise of the I&RS team, district resources and best practice, evidence based intervention strategies. The intervention strategies will clearly delineate

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individual responsibilities, a timeline for intervention and date for review meeting.

Please see the appendices and the following information below retrieved from the NJDOE resources for I&RS planning for action planning guidelines.

The team develops a written plan for implementing the consensus strategies identified in the problem-solving phase of the process. The plan should include, at a minimum, the following information:

Student name (if appropriate to the issue) or anonymous ID.	Baseline data on the target behavior(s) for comparison purposes.
Date the request for assistance was made.	Selected strategies for achieving the behavioral objective.
Date of the meeting.	Persons responsible for each strategy.
Names of all participants in the meeting.	Timelines for completion of each strategy.
Anticipated behavioral outcome (measurable and achievable).	Beginning, follow-up and ending dates for the plan.
Target behavior(s).	Plans for supporting implementers and evaluating progress.

Step 5- Implement and Monitor Action Plans

The case manager *oversees* the timely implementation of the components of the action plan, the achievement of the objective(s) and the follow-up plan. Any school team members can be assigned to this.

- Provide feedback to the I&RS Team members
- Provide copies of meeting notes to the person's responsible for implementation of the Action Plan
- Immediately notify the principal if resources are not available to implement the interventions or if designated staff are not adhering to the agreed upon implementation plan.
- Provide the student and parent with feedback on the student's progress towards achieving performance goals and objectives identified in the intervention plan.
- Parents are re-contacted to discuss the plan and to explain the strategies identified in the plan that parents can implement at home to reinforce the activities of the school and help achieve the measurable objective for the student established in the I&RS action plan.

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Step 6- Support, Evaluate and Continue the Process

Provide Support

The case manager should contact implementers of the plan within one to two weeks of the scheduled start date of the plan to inquire if assistance is required. This can be conducted through conversations, interviews, classroom observations, checklists or other procedures that will ensure full implementation and an objective assessment of the I&RS action plan. Making timely contact with implementers can increase the chances for initiation of the plan and troubleshooting.

Evaluate Progress

Relevant data should be collected from implementers on progress toward achievement of the outcomes identified in the plan. The data should be compared against the baseline data collected on the behavior of concern to provide an objective measure of success and to assist in decision making on the status of the current action plan.

Review Case

The case has already been included as an agenda item at the pre-scheduled meeting to plan to review progress and make decisions on whether to continue, revise or terminate any portion of the action plan's interventions (e.g., SMART goal outcomes, remedial strategies, supports required for successful implementation, timeframe, etc.) This should be based on the achievement results of the objective. Given that short-term behavioral objectives are created, the follow-up meeting to evaluate the action plan, (that is scheduled by the team leader at the beginning of the process), typically should occur four to six weeks after implementation of the plan begins.

The case coordinator and person requesting assistance reviews all relevant information, records and documents progress to determine the degree of successful implementation of the action plan and achievement of the *outcomes* identified in the plan. All individuals whose input is necessary to make determinations about the status of the plan are in attendance.

Following this, the case is subsequently placed on the agenda only when there is a reason, otherwise the team moves on to other business. The I&RS process continues as long as necessary in the current and following grades. An I&RS action plan can last one week or for a student's entire school career, depending upon the documented needs.

If a CST referral is deemed necessary following the I&RS process, all related I&RS documentation and action plan interventions should be given to the CST at the time of the referral.

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A list of all students who were referred to the TEAM should be maintained by the Advisor/Coordinator. At the end of the school year a summary sheet of I&RS cases new and on going with a breakdown of concerns addressed should be provided to the building principal and forwarded to the Office of Special Services.

Additional information that is considered during the referral process

1. Culture and Acculturation

The culture (that is, ethnicity, religion, gender, and socioeconomic background in which a person grows and develops) has an important impact on learning, learning styles and an individual's aspirations. Therefore, the I&RS team needs to understand and look at the student's culture with attention to beliefs, values, styles, and practices that may influence the student's learning and behavior at schools. The I&RS team also needs to consider the level of the student's level of student's acculturation, Acculturation means the gradual process of adaptation to a new cultural environment. Four levels of acculturation are generally recognized:

- A. **Bicultural**-Integration with a new culture without deterioration, or loss, of the cultural norms, languages, and beliefs of the first culture.
- B. **Assimilated**-Rejection of the original culture and has full acceptance of the new culture in which one now lives and operates.
- C. **Traditionalists**-Exposure to and rejection of the second culture, which leads one to cling to the original culture's values and beliefs.
- D. **Marginalists**-Rejection of both the new and original cultures' norms and belief systems, thereby ostracizing oneself from society.

It is the function and responsibility of the I&RS team to carefully analyze the information about the student in order to be able to distinguish between behaviors that are indicative of acculturation versus behaviors that are indicative of a disability.

2. English Language Proficiency

Despite similarities in characteristics, a student identified as ELL is not necessarily a student with a disability. The I&RS team must be able to distinguish between limited English proficiency and language disorder to determine whether the student's academic difficulties are attributed to language differences or language disorder. Some questions to consider:

- A. Is the student SIFE (student with interrupted formal education)?
- B. Was the student assessed in their naive language?
- C. If only English assignments are available, were they modified to the level of English Language Proficiency of the student?
- D. Has the student received ESL daily?

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3. Socioeconomic Status (SES)

Three levels of SES are recognized in society: poverty, middle-class, and wealthy. It is generally understood that students living in poverty are at greatest risk for having low school achievement and dropping out. For students referred to the I&RS team and who may be living in poverty, the I&RS members must carefully consider and analyze the circumstances surrounding the family unit in order to determine the impact that they may have on a student's learning. It is important to note that not only students living in poverty lack resources. Students who come from middle class or wealthy backgrounds may not have access to certain resources.

4. Possible Lack of Instruction

The I&RS team need to explore the following questions:

- A. Has the student had no prior schooling?
- B. Has the student experienced extended periods of no schooling (frequent moves, illness, absences)?
- C. Has the student not received instruction that matches student needs, readiness, or learning style?
- D. Has the student become uncooperative with the classroom teacher?

5. Mental and Behavioral Health

Students who experience behavioral and/or mental health challenges may be predisposed to becoming at-risk students if their problems are not identified and effective interventions do not occur. Teachers and parents are often the first persons to observe students who are experiencing these kinds of problems. Therefore, the I&RS team needs to develop knowledge around school behavioral and/or mental health issues, so the team can recognize students in possible need of mental health interventions.

When examining behavioral and/or mental health issues, the team needs to consider 1) whether the student exhibits problematic behaviors more than expected for his or her chronological age or developmental level; 2) whether the behavior interferes with the student's learning and safety or the learning or safety of others.

Review, Assessment, Improvement of the I&RS Program

Per N.J.A.C. 6A:16-8.2(a)10, school districts are required to: "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"

Per N.J.A.C. 6A:16-8.2(a)11, school districts are required to: "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."

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Review of Team Progress and Effectiveness

The intent of the code provision described above is to ensure that I&RS teams will regularly take the time to formally review their actions and operations and take appropriate steps to improve the program by reinforcing or modifying current practices and initiatives and increasing members' skills and repertoire of strategies. It is important for teams to collect information and data based on team actions and operations and periodically analyze these data to make certain that each I&RS action plan and the overall program is as efficient and effective as possible.

I&RS Action Plans

Since I&RS teams are responsible for assessing progress toward achieving outcomes, all I&RS action plans should be based on concrete data and measurable behavioral objectives. Follow-up activities should focus primarily on a comparison of baseline data to data on progress toward achieving the measurable outcomes. Without a core of data, there can be no objective assessment of progress.

Annual Review

At a minimum, the I&RS teams will annually review 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. At the end of each school year, the Principal will develop a report of the concerns and issues identified by the I&RS Team and the effectiveness of the services provided in achieving the outcomes identified in the action plans. The Principals will submit their reports to the Superintendent of Schools.

School-wide Recommendations

Building Programs

The prevalence of certain types of student problems might indicate the need to: add programs, expand or modify existing programs, eliminate existing programs or practices.

School Administrators

Data and other input from the I&RS team can be used to help make school administrators aware of the needs of students in their buildings and of the necessity for new and refined programs and services. Information from the I&RS team can help stimulate discussion among staff about student needs and how those needs should be best addressed.

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I&RS information can be used to inform administrative decisions about school policies and procedures. These data can also help school administrators identify student needs that they did not know existed or that would have gone unnoticed because they are not serious enough to warrant disciplinary action or child study team consideration.

Teachers

The I&RS process not only can help resolve individual student or general classroom problems, but can provide opportunities for professional growth and the sharing of resources.

Student Support Staff

Student support staff can benefit from using the I&RS team as a supplemental resource that works collaboratively with them to assess and resolve student and family problems, as appropriate. For example, information from the team can suggest modifications in the following areas: current practices in student counseling and health instruction, the configuration of student support resources, the assignment of caseloads, the utilization of community resources, the use of forms, the maintenance of records, the preservation of confidentiality or the institution of groups or individual support for students who are in need of continuity of care and aftercare support. When viewed as a partner of the student support services staff, the I&RS team can be of significant help in managing caseloads, and can actually free up time for student support staff to either see more students or address students' issues in a more comprehensive manner.

Program Evaluations

The provisions in the administrative code for program review and assessment affords programs of intervention and referral services with a significant opportunity to assure success in the achievement of the goals specified in I&RS action plans and the missions of I&RS teams. Implicit in the regulations are a charge to assess the conditions and resources that affect the successful implementation of I&RS action plans, the operations of I&RS teams and the outcomes of team activities.

Since the I&RS team collects quantifiable data on all of its cases and maintains records on team interventions, it can readily review all aspects of team operations at regular intervals (i.e., once per year, at a minimum). The review and assessment function provides opportunities to ask and answer important questions about team operations, document priority needs and make recommendations for both team and school-wide improvements.

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Supplementary Aids, Accommodations & Modifications

Tier I (standard classroom interventions)

- Seating near a positive role model
- Standing near student when giving directions or presenting lessons
- Avoiding distracting stimuli (high traffic area, windows, heat systems)
- Increasing the distance between desks
- Giving extra time to complete tasks
- Simplifying complex directions
- Handing worksheets out one at a time
- Providing study skills training/learning strategies
- Providing student with an assignment notebook
- Check homework daily
- Setting short-term goals for work organization
- Assigning volunteer homework buddy
- Pairing students to check work
- Writing key points on the board
- Providing visual aids
- Making sure directions are understood
- Having student review key points orally
- Teaching through multi-- sensory modes
- Include a variety of activities in each lesson
- Allowing open book exams
- Giving take home tests
- Giving frequent short quizzes, not long exams
- Giving more objective items (fewer essay responses)
- Providing frequent, immediate, positive feedback
- Increasing the immediacy of rewards
- Using “prudent” reprimands, avoiding lecturing
- Using nonverbal cues to stay on task
- Praising specific behaviors
- Allowing legitimate opportunity to move
- Giving extra rewards and privileges
- Implementing time-out procedures

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- Allowing short breaks between assignments
- Making student correct answers, not mistakes
- Ignoring minor inappropriate behaviors
- Supervising during transition time
- Provide reassurance and encouragement
- Speak softly in non-threatening manner if student is nervous
- Focus on student's talents, strengths, and accomplishments
- Make time to talk alone with student
- Look for signs of stress build up, provide encouragement/reduced workload
- Allow student an opportunity to make better choices
- Look for opportunity for student to display leadership role in class
- Send positive notes home
- Reinforce frequently when student is frustrated
- Use mild, consistent consequences
- Give student choices
- Utilize mnemonic cues (e.g. songs, cartoons, rhymes, stories, and images: for teaching math facts, vocabulary, or steps in a process
- Build frequent opportunities for movement during instruction to address the needs of students who are kinesthetic learners
- Circulate among students and observe and question as they are working
- Make eye contact with students before giving directions and have students repeat the directions (e.g. turn to a partner, individually)
- Provide clearly written directions and instructions in a step by step manner with illustrations and use as few words as possible
- Write instructions on the board as well as say them aloud
- Use reading partners and skilled peer or adult mentors to provide academic support
- Provide varied texts or supplementary materials at different levels of reading difficulty
- Use multiple and flexible grouping opportunities for students (e.g. teams, partners, whole group, independent, by interest, by learning style. Teacher assigned, self-- selected.
- Divide instruction into shortened segments and provide feedback to students before moving to the next segment

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- Break assignments into smaller chunks to give students opportunities to respond frequently
- Integrate cooperative experiences into instruction
- Use direct, systematic instruction for students who show areas of concern
- Use technological tools or computer software to allow students to access content in multiple ways
- Use multi-sensory techniques to present information
- Use visuals, charts, and models for concept reinforcement
- Use graphic organizers to focus attention on key elements, concepts, or ideas
- Provide practice opportunities using multiple modalities
- Provide opportunities for students to respond in a variety of ways (e.g. questions, dry erase boards, thumbs-up, partner share, graphic organizers)
- Offer materials, tasks, and learning options at varied levels of difficulty
- Use frequent monitoring to assess the progress and non-progress made by students so instruction can be adjusted in a timely manner.
- Explain clearly each academic task and the specific criteria needed to successfully complete the task
- Monitor student understanding continuously so misunderstandings can be clarified and corrected immediately.
- Reinforce memorization of steps using repetition in a variety of contexts where memory is required (e.g., oral, written, act it out).
- Work collaboratively on tasks with a student and gradually withdraw the support
- Anchor new knowledge to previously learned knowledge.

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Tier II/III

(Students who meet grade level expectations will exit the I&RS process. An exit letter will be mailed home.)

- Florida Center for Reading Research (resource database)
<https://www.fcrr.org/>
- Alternatives To Suspension
 - in-school suspension
 - school service (for example, assisting custodial staff with after school clean-up, lunch clean-up, etc.)
 - mini course
 - parent supervision
 - counseling
 - community service
 - behavior monitoring
 - restitution
 - problem solving or behavior contract
 - alternative programming
 - loss of privileges (like lunch, recess, social time, etc.)
 - time out
 - detention (before or after school)
 - mentoring (with a teacher, counselor, or other staff member before or after school)
 - behavioral contracts
 - referral to community mental health services
- Behavior Contract
 - Utilize a daily behavior form, chart, or report card
 - Decide on the main problem behaviors and put these on the chart
 - Explain the procedure with the student
 - Rate the student for each period, hour, etc. in the areas you decide to put on the form or chart
 - Send a copy of the chart or form home for the parent to sign and review with the student, either daily or weekly
 - Depending on the form you use, you may give the student a new form each day or the form may have space to rate the student for the week or month, etc.
 - Review the student's daily behavior and marks with them in a productive manner, discussing how they felt they did, why, and what to change or do differently the next day, etc.
- Behavior Intervention Plan (BIP)
 - After tracking behaviors, you may or may not choose to perform a Functional Behavior assessment, which takes the behavior data

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and helps you to analyze it and decide on why the student may be engaging in the behavior

- After tracking and analyzing the behaviors function, utilize one of the behavior plan forms below to create a plan as to which specific behaviors you will address and what specific interventions and class supports you will provide to address the behaviors. Included in the plan should be a component as to what is expected of the teacher, student, and parent
 - Meet with the student, teachers, parents, and support staff to review the behavior plan, giving copies to everyone and having everyone sign the plan
 - Implement the behavior plan for 2-4 weeks, using a data tracking tool below to track progress, and then meet with the team again (student, teachers, parents, support staff) to review progress and make any necessary changes
 - Regular reviews of the students progress and adjustments to the plan should occur about every month
- **Structured Breaks**
 - Make a laminated card with the word “BREAK” on it
 - Provide student with hand held timer setting the timer for no longer than five minutes
 - Identify a safe and non-disruptive area to go (by or in office works)
 - Student returns when timer goes off
 - Thank the student for leaving and returning so cooperatively. Give encouragement to student upon return.
 - Explain the process to the student and have them practice it before implementation
 - Either the student or teacher may initiate a break, though it is best when the students can identify the need for and take breaks appropriately
 - If the students abuse the break card intervention, set limits on the frequency of use to deter this.
- **Classroom Management Support**
 - At the Tier 2 level, increasing the intensity and structure of classroom management strategies beyond what may be considered typical or normal can help address more difficult students not responding to your normal class rules, routines, procedures, etc.
 - When increasing and intensifying classroom management, even the students that don't need the extra support will benefit from it
 - Classroom management techniques are numerous and the techniques utilized in classes will vary to a degree depending on the class dynamics

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- Classroom management techniques should be introduced to a class on day one when possible and reviewed frequently
- Common classroom techniques include active supervision, clear, consistent, and predictable consequences and rewards, use of various teaching strategies, active listening, setting and teaching positive behavior expectations, establishing and reviewing classroom schedule, routines, and rules, etc.
- Individual & Visual Schedule
 - Make your own to divide the student's daily routine or schedule into logical partitions. Using graphics can be helpful for more visual learners or autistic kids.
 - Sit down and explain the schedule to the student and how they will use it, where they will put it, etc.
 - You might tape it to the student's desk or in their planner or folder
 - Laminating the schedule can allow the student to make marks next to items as they complete them and then wipe it clean for the next day
 - Remind the student frequently to refer to their schedule when they don't know what to do, are finished with the current task, are inattentive, off task, unfocused, distracted, etc.
 - For oppositional and defiant kids, refer to the schedule as the authority on why and what they are to be doing
 - "blaming" the schedule can help with confrontational kids by making the schedule the authority rather than the teacher directly challenging the student
 - Be sure to include the parents in the intervention, calling them and explaining the schedule to them as well as sending a copy of the schedule home
- Organizational Tools
 - There are numerous specific strategies and systems to help and teach students to become more organized, please click on the links below to explore and choose some
 - Some basic strategies include keeping a planner or calendar, frequently organizing lockers, desks, and storage areas with the assistance of a teacher or peer
 - Checklists
 - Daily schedules
 - Keeping things in a crate and out of the desk or locker
 - Organizational folders with a "to do" and "done" side
 - Visual schedule
 - Parent assistance with daily helping student to organize and sort work, belongings, and materials

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- Peer Tutoring
 - Peer tutoring may be done as a structured and routine procedure or on an as needed basis, depending on the students needs and peer tutors
 - Peer tutors should be those students that are capable of working with others well and who grasp the concepts and ideas well enough to explain to others
 - Peer tutors should be given some basic ground rules before being allowed to serve as peer tutors, like:
 - Don't do all the work for the student
 - Keep the focus on the work/assignment
 - Avoid arguments and debates
 - Peer tutors should have the student they are helping repeat directions and questions back to clarify understanding
 - Tutors should use active listening skills
 - Avoid name calling and utilize positive remarks and praise
 - Tutors should help model behaviors like listening, raising hand for help, asking questions for clarification from the teacher, etc.
 - Disengaging from students who refuse to focus on the work or become too confrontational
 - Peer tutors may be assigned or chosen by students
 - Peer tutors may rotate from one student to another or remain with one student for a longer period, for example a card marking
 - Teachers should always ensure the peer tutors have grasped the concepts themselves before moving on to help others
 - Peer tutors may be same age/grade or older
 - Teachers can have peer tutoring daily, weekly, monthly, or as needed, etc.
 - Peer tutors may work with more than one student at a time, but should not work with larger groups
- Reward System
 - Some basic reward systems include:
 - Token economy where students earn a token, check mark, sticker, etc. for meeting predetermined goals, which they can use to buy or earn a reward after a certain number
 - Praise for performing expected behaviors
 - Earning privileges for meeting expectations
 - Earning free time for meeting expectations
 - Positive notes sent home for demonstrating good behavior and meeting expectations
 - Small items as rewards for following rules and procedures, including stickers, erasers, trinkets, pencils, crayons, snacks, drinks, books, candy, etc.

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- Self Monitoring
 - There are many ways to implement a self monitoring system or intervention with students, but basically, the technique involves sitting down with the student, defining the behavior(s) to address, and choosing and implementing an intervention or system by which the student can keep track of their own behavior and progress toward the behavioral or other goal
 - The self monitoring interventions may include visual cues, like pictures, gestures, etc. by which the student may be reminded to address the behavior indicated for intervention
 - Checklists and charts may be used by students to keep track of their behaviors
 - Indicators, where the student, when they see or hear something, know they need to address the behavior
 - Student may create notes to themselves
 - Students may look for triggers that cause the behaviors, avoiding these triggers or being aware they are present
- Sensory Tools
 - Some sensory tools to use include:
 - Tight fitting vests
 - Headphones for music or nature sounds like rain/water
 - Headphones to block out sound for quiet
 - Large lined paper
 - Dimmer lighting
 - Weighted objects, vests, stuffed animals, or blankets to set on lap, shoulders, or hands
 - Rubber pencil grips
 - Fidget toys
 - Rocking chair
 - Tilted desk top
 - Chewing gum
 - Silly putty/Theraputty
 - Moldable erasers
 - Play Doh
 - Slinky
 - Bubble wrap
 - A bin with different various pieces of textured fabric
 - Containers of rice, beans, sand, noodles, etc.
- Teach Conflict Resolution Skills
- Teach Coping Skills
- Teach Relationship Skills
- Teach Relaxation Techniques
- Referral to the Child Study Team

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I&RS Forms

Action Plan

Attendance Form

Discipline Form

I&RS Checklist

I&RS Exit Letter

I&RS Parent Letter

Initial Referral Request

Nurse Form

Parent Questionnaire Form

Progress Monitoring Services

Student Questionnaire Form