INTERVENTION AND REFERRAL SERVICES:
“THE NEXT GENERATION”

Gary L. Vermeire
geeeleeeveee@hotmail.com

Foundation for Educational Administration
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Group Composition

- High School, Middle School, Elementary School
- Instructional Staff/Teachers
- Student Support Services Staff
- Building Administrators
- Central Office Administrators
- I&RS Team Leaders
- Other?
COURSE BACKGROUND

- Solutions vs. Process for Planning & Implementing Solutions
- Didactic vs. Interactive
- Networking
AGENDA

- Introduction, Norm Setting & Context
- Requirements, Perspectives, Skills & Strategies for Implementing Each Phase of the I&RS Team Process
- Expanding Resources & Intervention Strategies

- Emphasis on Group Activities & Group Participation -
WHEELEBARROW

- Bin
- Handle
- Wheel
POST
HOST
MOST
COAST
ROAST
50 WAYS TO DEFEAT A PROJECT BEFORE IT BEGINS

1. We tried that before.
2. Our place is different.
3. It costs too much.
4. That’s not my job.
5. It’s too radical a change.
6. We don’t have the time.
7. Not enough help.
8. The staff will never buy it.
9. It’s against policy.
10. The union will scream.
11. Runs up our overhead.
12. We don’t have the authority.
13. Let’s get back to reality.
14. That’s not our problem.
15. I don’t like the idea.
16. You’re right, but…
17. You’re two years ahead of your time.
18. We’re not ready for that.
19. It isn’t in the budget.
20. Can’t teach an old dog new tricks.
21. Good thought, but impractical.
22. Let’s give it more thought.
23. We’ll be the laughing stock.
24. Not that again.
25. They’re too busy to do that.
26. Where’d you dig that one up?
27. We did all right without it.
28. It’s never been tried before.
29. Let’s shelve it for now.
30. Let’s form a committee.
31. I don’t see the connection.
32. It won’t work here.
33. The executive committee would never go for it.
34. Let’s all sleep on it.
35. It can’t be done.
36. It’s too much trouble to change.
37. It won’t pay for itself.
38. I know a person who tried it.
39. It’s impossible.
40. We’ve always done it this way.
41. Top management won’t buy it.
42. We’d lose money in the long run.
43. Don’t rock the boat.
44. That we can expect from the staff.
45. Has anyone else ever tried it?
46. Let’s look further.
47. Quit dreaming.
48. That won’t work in our school/ 
49. That’s too ivory tower.
50. It’s too much work.
“Change is mandatory. Growth is optional.”

Michael Fullan
“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
N.J.A.C. 6A:16-8.1(a)

District boards of education shall establish and implement in each school building in which general education students are served a coordinated system for planning and delivering intervention and referral services …
I&RS & Tiered System of Educational Supports
(e.g., Response to Intervention - RTI)

- **Tier 1: Universal (All Students)**
  - Curriculum & differentiated instruction
  - Ongoing assessment of strengths & weaknesses; applicable interventions

- **Tier 2: Targeted I&RS**
  - Supplemental strategies for particular students or groups of students, in or out of the classroom
  - Progress monitoring at more frequent intervals

- **Tier 3: Indicated**
  - Intensive & individualized services
New Jersey Tiered System of Supports (NJTSS)
A Multi-Tiered System of Support – Building on Intervention & Referral Services & Response to Intervention

**NJTSS** - A Multi-Tiered System of Supports - Includes district/school leadership, family/community engagement, climate/culture.

**RTI** - Includes screening, data-based decision making, progress monitoring and multi-level prevention system.

**I&RS** - School-based team; develop, implement, review & assess action plans, coordinate access school & community based resources; support student and teacher needs; support, guidance & PD; recommend school-wide improvements.
NJDOE I&RS RESOURCES

- Resource Manual for I&RS
  [http://www.state.nj.us/education/students/irs](http://www.state.nj.us/education/students/irs)

- Program Series on DVD, with companion CD-ROM

Distributed in 2005 to each CSA, Executive County Superintendent & Learning Resource Center
Five Keys for I&RS Success

Focus On:

- Specific Behaviors/Performance of the Student
- Collection & Evaluation of Data
- Creativity in Problem Solving
- Collaborative Consultation
- Expanding Resources
GENERAL SESSION FORMAT

For each phase of the I&RS process:

- **I&RS Regulation(s)**
- **Related Information**
- **Activity**
- **Discussion**
PHASES OF THE I&RS TEAM PROCESS (p.133)

Phase 1:
Request for Assistance

Phase 2:
Information Collection

Phase 3:
Parent/Guardian Notification

Phase 4:
Problem Solve

Phase 5:
Develop I&RS Action Plan

Phase 6:
Support, Evaluate and Continue the Process
Phase 1: Request for Assistance

N.J.A.C. 6A:16-8.1(a)

… assist staff who have difficulties in addressing students’ learning, behavior, or health needs.

N.J.A.C. 6A:16-8.2(a)1

Identify learning, behavior and health difficulties of students;

N.J.A.C. 6A:16-8.2(a)9

Maintain records of all requests for assistance and all intervention and referral services action plans and all related student information, according to the {applicable} requirements;
Life Skill Deficiency Model (p. 26)

Life Skill Deficiency +
Life Crisis, Event or At-Risk Condition =
SPECIFIC OBSERVABLE BEHAVIOR
Circle of Concern

“Change begets change.”
Charles Dickens

Circle of Influence

“It's the little details that are vital. Little things make big things happen.”
John Wooden

“It is the greatest of all mistakes to do nothing because you can do only a little. Do what you can.”
Sydney Smith

Steven Covey *(Seven Habits of Highly Effective People)*
Specific vs. Implied Behavior Activity
Specific, Descriptive, Observable, Factual Behaviors

- Individually read the “Activity Introduction”

- A “team leader:”
  - Reads the “Activity Instructions” with the group & checks for understanding
  - Leads the group in completing the activity
SAMPLE COMPONENTS OF AN INITIAL REQUEST FOR ASSISTANCE FORM (p. 317)

Confidential

TO: I&RS TEAM       FROM: ________________________________________________________
DATE: ________     STUDENT: ________________________________________________________

Specific and Descriptive Observed Student Behaviors of Concern (Hearsay or subjective comments will not be accepted):

Anticipated Outcome (What change(s) in behavior would you like to take place as a result of this request for assistance?):

Please list all teachers and/or specialists who have contact with this student.

- The “Prior Interventions” checklist, on the reverse side of this form, also must be completed for your request to be considered.

* Place the completed forms in a sealed envelope and deliver to the I&RS team mailbox.

* By submitting this form, I understand that I will be a full partner with the I&RS team for the resolution of the identified concerns.
Prior Actions/Interventions Checklist

Example Items

- Spoke to student privately after class about my concerns.
- Explained class rules and expectations.
- Gave student help after class/school or extra attention.
- Changed student’s seat.
- Spoke with parent on the telephone or held conference.
- Gave student special work at his/her level.
- Checked cumulative folder.
- Sent home notices regarding behavior/school work.
- Arranged an independent study program for student.
- Set up contingency management program with student.
- Assigned student detention.
- Referred student to _____________________________________________.
- Other actions taken to address the concern __________________________
  _______________________________________________________________.


Prior Actions/Interventions Checklist

Activity

- Select a team leader.

Participants:

  - Compare the items on their school’s checklist to the sample checklist items provided (previous slide);
  - and/or
  - Consider items to be retained, added, modified or removed from the sample items

- Large Group

  - Small groups report ideas for improving checklist items
TEAM MEMBER ROLES

Team Leader
• Review requests for assistance (appropriate & manageable).
• Schedule 1<sup>st</sup> meetings (2 weeks) & 2<sup>nd</sup> (follow-up) meetings (4-6 weeks) & as needed to verify benchmark achievement.
• Assign case coordinator.
• Facilitate meetings & oversee implementation of regulations & procedures.
• Liaison with building & central office administration.

Record Keeper
• Assist with scheduling, filing & paper flow.
TEAM MEMBER ROLES

(continued)

Case Coordinator

• Open & manage contents of case files.
• Facilitate the I&RS process for cases (e.g., manage data collection & paperwork, support implementers of the I&RS action plan, oversee communications).
• Ensure all information is collected & complete.
• Organize, compile & prepare information for presentations at 1st & subsequent team meetings.

Time Keeper

• Adhere to timelines for team tasks & keep group task-focused.

Optional Role: Process Facilitator

• Monitor group process & manage roadblocks & conflicts.
OTHER POINTS ON REQUESTS FOR ASSISTANCE?
PHASE 2: INFORMATION COLLECTION

N.J.A.C. 6A:16-8.2(a)2

Collect information on the identified learning, behavior, and health difficulties;
IN GOD WE TRUST

ALL OTHERS NEED DATA
Phase 2 Involves:

Collecting comprehensive & objective information to fully understand the concern & provide baseline data for establishing a measurable objective that includes:

- **Forms** that quantify & reveal patterns of specific learning, behavior & health information, including student strengths. (p. 315)
- **Records** review (e.g., attendance, academic, conduct).
- **Interviews** with requesting staff member & possibly other school staff and/or student. (p. 166)
- **Observations that measure & chart** the learning, behavior or health difficulty. (p. 194)

**Case Coordinator** -

- Ensuring all information is complete and addressing items needing additional research or coordination prior to first meeting.
- Organizing, compiling & preparing information for team presentation.
Considerations for Interviews, Observations & Other Data Collection

- **Curriculum** – “What is taught” and related information (e.g., instructional philosophy, scope, content, approaches).

- **Instruction** – “How the curriculum is taught.” (e.g., clear expectations & goals, sequencing, direct instruction & grouping with explanations & cues, pacing, responses, materials).

- **Environment** – “Where instruction takes place.” (e.g., physical arrangement, rules, routines, expectations, supports).

- **Learner** – “Who is being taught.” (e.g., motivation, abilities, interests, personal characteristics - including learning styles, strengths).
Curricular Variables - Examples

- Developmental appropriateness of the curricular material.
- Appropriateness of the pace of instruction.
- Provision of task relevant practice.
- Appropriateness of the mode of task presentation.
- Appropriateness of the mode of student response.
- Appropriateness of the scope and sequence of tasks.
- Appropriateness of the criterion for student success.
Curriculum: Data Sources - Examples

- Curriculum-Based Measurement (p. 189)
  - Measurement materials aligned with the curriculum
  - Student progress monitored throughout the year
  - Student data used to quantify progress toward achieving short- & long-term goals that will meet end-of-year goals

- Portfolios of Student’s Work/Projects

- Interim & Benchmark Examinations

- Report Cards

- State assessments (i.e., PARCC)

- Others?
Instructional Variables - Examples

- Appropriateness of direct instruction time.
- Appropriate allocation of engaged time.
- Appropriate degree of task structure (e.g., grouping, small group discussion).
- Appropriateness of guided and independent practice.
- Appropriateness of opportunities for meaningful responses.
- Appropriateness of the amounts and types of feedback.
- Appropriateness of cues and prompts.
Instruction Data Sources - Examples

- Observations and Charting.
- Interviews: School staff; Parent; Student?
- Data Collection Forms.
- Surveys.
Environmental Variables - Examples

- Effect of *physical environment* on student engagement & learning.

- Focus of teaching & learning: academic climate supporting student development, instructional challenge & relevance & attitudes about *responsibility for learning*.

- Quality of *relationships/communication* among student, parents & educators.

- Contribution of *belief systems* of student, parents & educators to success or failure.
Environmental Variables, cont.

- Level of parental support for learning & degree included; affect of stressors in the home, school & community on success or failure.
- Existence & effect of student’s support systems on success or failure.
- Feelings of physical safety in & around the class & school among student, parent & teacher.
- Social-Emotional environment (fairness, norms, trust, freedom to make mistakes).
- Morale in the class & school (“pride of place”).
- Perception of administrative & other support.
Environmental Data Sources

- Interviews
- Observations
- Focus Groups
- Student, Staff, Parent or Other Community Member Comments
- Surveys (e.g., NJ School Climate Survey)
Student Performance Variables – Examples

(Learning Focus)

- Appropriateness of *time allocation* for academic learning regarding the following variables:
  - Time on task.
  - Task completion.
  - Task comprehension.

- Appropriateness of the following *student strategies*:
  - Organizational skills (i.e., approach to the task).
  - Metacognitive skills (i.e., learning to learn).
  - Work habits (i.e., perseverance).

- Appropriateness of the student’s *behavior* and *affect* on the following variables:
  - Functional behavioral strategies.
  - Coping skills strategies.
  - Social skills (i.e., skill vs. performance deficits).
Effects of student’s (& teacher’s) native intelligences on learning:

**Howard Gardner’s Multiple Intelligences**

- Naturalist Intelligence ("native smart")
- Musical Intelligence ("musical smart")
- Logical-Mathematical Intelligence ("number/reasoning smart")
- Existential Intelligence ("meaning of life smart")
- Interpersonal Intelligence ("people smart")
- Bodily-Kinesthetic Intelligence ("body smart")
- Linguistic Intelligence ("word smart")
- Intra-personal Intelligence ("self smart")
- Spatial Intelligence ("picture smart")
### Student Performance Variables, cont.

**David Kolb’s Learning Styles**

<table>
<thead>
<tr>
<th>Motivating Factors</th>
<th>Strategies</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Accommodators</strong> - Motivated by the question, “What would happen if I did this?” Like to ask “What if?” &amp; “Why not?”</td>
<td>Case studies &amp; experimentation that promote exploration.</td>
</tr>
<tr>
<td><strong>Assimilators</strong> - Motivated to answer the question, “What is there to know?” Like the “right” answer.</td>
<td>Lectures or audio/video presentations; demonstrations; exploration in a laboratory, followed by a tutorial &amp; for which answers should be provided.</td>
</tr>
<tr>
<td><strong>Convergers</strong> - Motivated to discover the relevancy or the “how” of a situation. Like detailed information about a system’s operations.</td>
<td>Interactive methods. Computer-assisted instruction. Problem sets or workbooks that promote “working it out.”</td>
</tr>
<tr>
<td><strong>Divergers</strong> - Motivated to discover the relevancy or the “why” of a situation. They like to reason from concrete specific information.</td>
<td>Mingle, answer questions &amp; make suggestions. Ready reference guides with handy organized summaries. Be available.</td>
</tr>
</tbody>
</table>
Student Performance Variables, cont.

(behavioral focus)

- Attendance Data
  - Student & person requesting assistance

- Conduct/Discipline Data
  - Type(s) of referral(s)
  - Frequency of type(s)
  - Source of referral(s)
  - Locations of incident(s) (e.g., classroom, hallway, bus)
  - Related historical information regarding the incident(s), the student & the person requesting assistance
Goals of Misbehavior – Rudolf Dreikurs

Underpinnings

• **Behavior occurs for a purpose:**
  1) Attention, 2) Power, 3) Revenge, 4) Display of inadequacy.

• Understand student’s reason for misbehavior & help them alter their behavior by finding ways to get their needs met.

• Purposes of behavior discovered by observing the results/consequences.

**Formula for redirecting behavior:**

1) Observe your reactions to student misbehavior (points to their goal).

2) Observe student’s responses to your attempts at correction.

3) Change your behavior by applying Dreikurs’ principles/alternatives to encourage the student to change.
Data Collection Methods & Charting or Graphing Student Behavior

Tieghi-Benet, M. C.

- **Event Recording** – Measures the number of times a behavior occurs. Used when a behavior can be easily counted.
  - Exs: Leaving seat, raising hand, yelling out an answer, asking to go to the bathroom, being late or being on time to class.

- **Behavior Duration** – Measures the length of a behavior. Used when a behavior has a clear beginning and end to know when it exactly begins and finishes.
  - Exs: Crying, being out of the classroom, being in a particular location of the classroom.
Data Collection Methods & Charting or Graphing Student Behavior, cont.

- **Whole Interval Recording** – Measures an ongoing behavior that will continue across intervals.
  - *Exs:* Writing, walking, reading, working on an assignment.

- **Partial Interval Recording** – Measures a behavior that does not last for a long period of time. Used when it is difficult to determine exactly when a behavior begins or ends, or it occurs at such a high rate that keeping a count is difficult.
  - *Exs:* Hitting, cursing, participating in class discussions, praising others.
**Data Collection Methods & Charting or Graphing**

**Student Behavior, cont.**

- **Latency Recording** – Measures the time it takes students to respond. Used when a behavior has a clear beginning to identify exactly when the behavior starts.
  - *Exs:* Time taken to sit down at desk, time taken to take out work materials, time taken to begin a writing assignment.

- **Functional Behavior Analysis**
  - Discerns the function (i.e., purpose or goal) of the behavior for a student.
  - Used to determine the environmental factors that might be affecting a behavior & the factors that might be reinforcing the behavior.
  - Examines the impact of antecedents or circumstances & consequences on the target behavior.
Information Gathering Variables & Strategies

Activity

For the Curriculum, Instruction, Environment & Learning/Student Performance variables addressed above, identify and discuss, at a minimum:

• Variables & strategies of interest from those mentioned and how you intend to pursue them; and

• Variables & strategies not mentioned for obtaining information on them.

-- Be prepared to report strategies to the group --
Interviews/Collaborative Consultation
Case of “Jonathan”

- Seventh grade student.
- Scored 103 (Average) on achievement test: Reading = Above Average (77%tile); Math = Below Average (24%tile); Writing = Above Average (66%tile); Oral Language = Below Average (21%tile).

- Current grades:
  - Language Arts = D-  
  - Social Studies = B  
  - Math = D  
  - Spanish = C-  
  - Science = C  
  - Technology = B  

- 85% attendance for Language Arts (my class) – detention for absences, but they have continued with discipline referral; 98% general school attendance.

- 75% submission of homework on time; frequently contains significant errors in spelling and formatting, but typically demonstrates full comprehension.

- Participated in class at beginning of year, but no longer participates. Follows directions, but appears uninterested & disrespectful (e.g., sighs, rolls his eyes, makes comments to neighbors, slams pencil). First to leave class at the bell.

- Clean hygiene and clothes. Sociable with classmates.

- Both parents at home. Father works full time. Mother works part time during the day. Mother reports he is well-behaved and a “voracious” reader.
Staff Interview

Purposes of interview:

- Engage staff and encourage cooperation.
- Develop a supportive relationship.
- Collect specific learning, behavior and health information.
- Provide specific and meaningful opportunities for participation in the development and implementation of I&RS action plans.
Consultation Characteristics

- **Effective Consultation Includes:**
  - Initiating a discussion.
  - Gathering information.
  - Building a relationship.
  - Establishing mutual goals.
  - Collaborating on solutions & their implementation.

- **Effective Consultants:**
  - Actively listen.
  - Make themselves available to consultees.
  - Role model the promoted skills & values.
  - Try once to influence consultees; do not hassle or shame consultees.
  - Offer support, encouragement, alternatives & ideas, rather than impose.
  - Suggest & discuss strategies, solutions & options, rather than demand change.
  - Share information, experience & knowledge, rather than preach.
  - Have facts, figures & well thought out ideas.
  - Leave responsibility for change with the consultees.
# Problem Ownership

## A Framework for Applying Human Relations Skills

<table>
<thead>
<tr>
<th>Ownership Type</th>
<th>Skills</th>
<th>Pages</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>No Problem</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>I Own the Problem</strong></td>
<td>(I Message)</td>
<td>267-274</td>
</tr>
<tr>
<td><strong>Someone Else Owns the Problem</strong></td>
<td>(Active Listening)</td>
<td>275-276</td>
</tr>
<tr>
<td><strong>You Both Own the Problem</strong></td>
<td>(Conflict Resolution)</td>
<td>277-278</td>
</tr>
</tbody>
</table>
Characteristics of Effective Listeners

- **Non-verbal Behavior (Congruent & Positive)** - Consistent with verbal; keeps attention focused on speaker; maintains positive posture; avoids distracting mannerisms; maintains eye contact; nods & smiles when appropriate.

- **Focus of Attention** - Listener keeps focus of comments on the speaker: "When that happened what did you do?"

- **Acceptance** - Listener accepts ideas and feelings: "That's an interesting idea; can you say more about it?"

- **Reflective Listening/Paraphrasing** - Listener paraphrases content to ensure correct understanding and to assure speaker that this is so.
Characteristics of Effective Listeners, cont.

- **Active Listening/Empathy** - Listener empathizes & acknowledges *feelings*: "So when that happened, you felt frustrated and unsure of what to do next?" This includes “hearing,” reflecting & *affirming* feelings.

- **Probing** - Listener probes in an open-ended, helpful way (but does not cross examine): "Could you tell me more about that? Why did you feel that way? Listener follows up: "A few minutes ago you said that . . . ."

- **Summarizing** - Listener summarizes the progress of the conversation from time to time.

- **Suggesting** - Listener broadens the range of ideas by suggesting (or asking the speaker for) a number of alternatives. Posed as possibilities and questions.
Restrictive Responses
Effective Ways to Get People to Stop Talking
(When They Have a Problem)

Solution Messages

1. Ordering, Commanding
   - Stop doing that! Don’t say that!

2. Warning, Threatening
   - If you don’t stop! Just you wait!

3. Shoulds, Oughts, Moralizing, Preaching
   - Life is tough! We all have to sacrifice!

4. Offering Unsolicited Solutions
   - Be less pushy next time! Talk to her!

5. Lecturing, Logical Arguments
   - It’s silly to feel that way! Put your ideas on paper! You can’t change it!

6. Judging, Blaming, Criticizing
   - You need to be more accepting! What did you expect? You are so close-minded! Your lesson plans are ancient!

Put-Down Messages

7. Praising or Agreeing in Condescending, Artificial or Contrived Manner
   - Manipulative – You’re such a good teacher, I can’t understand you having this problem!
   - Make-Up-For – To a colleague feeling inadequate: But you are so nice!

8. Stereotyping, Ridiculing
   - You sound like one of our parents! Your mama wears...! Jerk! That’s stupid!

9. Interpreting, Amateur Psychoanalyzing
   - You’re just tired!

10. Probing, Interrogating, Cross-examining
    - Did you...? Why didn’t you...?

11. Reassuring, Sympathizing, Consoling
    - It’ll be okay in the morning! It’ll all work out! He’s not worth it, anyway!

Avoidance Messages

12. Distracting, Humoring, Sarcasm, Diverting
    - You’re one of those, huh?
Problem Mapping
Interviewing/Organizing Tool

Student Name

Strengths
Academics
Study Skills
Emotional
Other
Behavioral
Health
Social
PRACTICE COMMUNICATION AND INFORMATION COLLECTION SKILLS

- Form Groups of Three
- Member Roles:
  - Interviewee (Person Requesting Assistance)
  - Interviewer (Case Coordinator or ?)
  - Observer
- Interviewer Conducts Interview & Completes the “Problem Map”
Resistant or Uncooperative Staff

In Information Collection

PREVENTION

• *In-service staff on I&RS*
  o I&RS & Special Education regulations; school policies & procedures; staff obligations & responsibilities. Also pre-service.
  o I&RS success stories, benefits & supportive services/resources.
  o Regular I&RS updates & appreciation at staff meetings.

• *Emphasize purpose & role of I&RS team in the coordinated system of I&RS*
  o Staff Assistance Model – A collegial, collaborative, problem solving process for staff who request help; NOT just “another thing” to do.
  o I&RS established to build the capacity of the general education program to address mild learning, behavior & health concerns (i.e., students that do not have disabilities).
  o I&RS is NOT a pre-referral intervention mechanism to the Child Study Team. No relationship to CST unless sufficient documentation of interventions, data analysis & reason to believe a disability exists (same as all other school staff).
Resistant or Uncooperative Staff

In Information Collection

PREVENTION (continued)

• **Communications**
  - Establish written guidelines for the roles of all school staff.
  - Include responsibilities in job descriptions/specifications.
  - Be public (e.g., newsletters, cable access TV, internet, play bills, concert programs).
  - Provide guidelines & support for data collection:
    - Types of data to be collected.
    - Procedures for obtaining & using the data.

• **Administration**
  - Consistently implement & review district-wide policies & practices (allowing for developmental or structural differences).
  - Include I&RS staff in annual school & district review of I&RS activities & make improvements based on findings/recommendations.
  - Provide active or passive support.
  - Apply 20-60-20 theory.
Resistant or Uncooperative Staff
In Information Collection

RESPONSE

• Appeal to their interest in helping colleagues.

• Seek to understand and address the reasons for resistance.

• Remind of obligations under I&RS & Special Education regulations & school policies and procedures.
  - *Ex. Staff are NOT doing favors; they are performing required job functions necessary for the education of students*.

• Ongoing resistance should be handled as a supervisory matter, rather than as an I&RS team function.
OTHER POINTS ON INFORMATION COLLECTION?
PHASE 3: PARENT/GUARDIAN NOTIFICATION

N.J.A.C. 6A:16-8.2(a)6

Actively involve parents or guardians in the development and implementation of intervention and referral services action plans;
PHASE 3: PARENT/GUARDIAN NOTIFICATION

• Parents/guardians are notified about the situation & interviewed.

• Purposes of interview:
  o Provide support to parents & develop a personal relationship.
  o Provide & obtain specific learning, behavior & health information.
  o Provide specific & meaningful opportunities to participate in both the development & implementation of I&RS action plans.
PHASE 3: PARENT/GUARDIAN NOTIFICATION

• The district determines the methods for involving parents in both the development & implementation of action plans.

• Parents are not required to be at I&RS team meetings.

• Reasons to include-not include parents in team meetings?

• Options: In-school interview, phone calls, Facetime, include parent activities in I&RS action plan.
PRACTICE COMMUNICATION AND INFORMATION COLLECTION SKILLS

- Form Groups of Three

- Member Roles (Interviewee Takes Parent Role; Interviewer & Observer Switch Roles):
  - Interviewee (Person Requesting Assistance)
  - Interviewer (Case Coordinator or ?)
  - Observer

- Interviewer Conducts Interview & Completes the “Problem Map”
OTHER POINTS ON PARENT/GUARDIAN NOTIFICATION?
PHASE 4: PROBLEM SOLVE

- Problem solving occurs prior to action planning.
- Problem solving provides the solution to be “action planned.”
- Group facilitator oversees the steps of a standard problem-solving model (p.144).
- Time Keeper strictly adheres to timelines (e.g., 30 minutes).
STEPS OF THE PROBLEM-SOLVING PROCESS

- Describe the Problem
- Select & State the Priority Problem
- Develop a Behavioral Objective
- Review Prior Interventions
- Brainstorm Solutions
- Analyze & Evaluate Brainstormed Solutions
- Mutually Agree Upon a Solution

*(Can be multiple activities supporting the objective.)*
Describe the Problem Activity
Organizing, Summarizing & Analyzing Information

- Form grade-level (K-5, 6-8, 9-12) groups.

- Identify a group leader and a recorder.
  - Instructor provides case scenario and action planning forms.
  - Leader reviews the case scenario with the group.
  - Recorder transfers the Reason for Request for Assistance, from the top of the case scenario, to #1 of the Action Plan Form.

- Group identifies & recorder records all (not only priority) specific behaviors of concern and student strengths, from the data/information provided.
  - List the behaviors on #2 & strengths on #4 of the Action Plan Form.

- Once the above activities are completed, the group identifies & recorder records on a separate piece of paper:
  - Any additional types of data the team might need to provide a complete description of the problem.
  - Applicable data collection methods for obtaining the additional data.
Select & State the Priority Problem

QUOTES

“When everything is a priority, nothing is a priority.” Karen Martin

“I learned that we can do anything, but we can’t do everything…” Dan Millman

“Decide what you want, decide what you are willing to exchange for it. Establish your priorities and go to work.” H. L. Hunt
Select & State the Priority Problem

Criteria to assist in selecting the priority problem:

- **Learning, Behavior or Health issue**
- **Motivation vs. Ability**
  - Motivation = desire, willingness
  - Ability = means, talent, skill, proficiency
- **Can & Must**
  - Can = ability, power or skill
  - Must = necessary, important, obliged
Select & State the Priority Problem
Sample Criteria Assessment Format

<table>
<thead>
<tr>
<th>Behavior/Issue of Concern</th>
<th>Learning</th>
<th>Behavior</th>
<th>Health</th>
<th>Motivation</th>
<th>Ability</th>
<th>Can</th>
<th>Must</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
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<td></td>
<td></td>
<td></td>
<td>0</td>
<td>0</td>
</tr>
</tbody>
</table>

Differ-entiate

Differ-entiate

Equal weight

Priority Behavior Selected for Action Planning ___________________
Select & State the Priority Problem

Activity

- Identify a team leader & a recorder.

- Team leader facilitates group application of the priority problem criteria, as follows:
  
  o Using the Assessment Format –
    ✓ List each identified behavior/issue of concern; &
    ✓ Check the appropriate criteria (i.e., Learning, Behavior and/or Health issue; Motivation or Ability; Can & Must) for each.

- Agree on the Priority Problem

- Insert the priority behavior on #3b of the Action Plan Form.
Develop a Measurable, Behavioral Objective

QUOTES

- "If you don't know where you are going, you might wind up someplace else."  Yogi Berra

- “If you don't know where you are going, any road will get you there.”  Lewis Carroll

- “If you don’t know exactly where you’re going, how will you know when you get there?”  Steve Maraboli

- “Knowing where you are going is the first step to getting there.”  Ken Blanchard

- “If you are clear where you are going and take several steps in that direction every day, you eventually have to get there.”  Jack Canfield
Develop a Measurable, Behavioral Objective

- **SMART**
  - *Specific, Measurable, Achievable, Realistic, Timely*

- Components of Objective:
  - **Student Behavior**
    - The specific behavior to be affected.
  - **Student Performance Criteria**
    - The degree to which the behavior will occur.
    - The data that will tell us the student is doing it.
  - **Conditions of Performance** (where applicable)
    - The circumstances or context in which the behavior will take place.
Develop a Measurable Behavioral Objective

**Example**

Jonathan will attend 90% of Language Arts (LA) classes during the current marking period.

- **Student Behavior** – LA class attendance.
- **Performance Criteria** – 90% attendance.
- **Condition of Performance** – During the current marking period.
Develop a Behavioral Objective Activity

- Team leader facilitates group development of a behavioral objective for the priority behavior (from the case study), with the following components:
  - **Student Behavior**
    - The specific behavior to be affected.
  - **Student Performance Criteria**
    - The degree to which the behavior will occur.
    - The data that will tell us the student is doing it.
  - **Conditions of Performance** (where applicable)
    - The circumstances or context in which the behavior will take place.
- Insert the objective on #5 on the Action Plan Form.
Review Prior Interventions

- Criteria for assessing prior interventions:
  - Outcomes/Effects of past efforts
  - Reasons for past successes
  - Reasons for past failures
  - Benefits to the student (or staff member) for not changing

- This would be #6 on the Action Plan Form.
Creativity in Problem Solving

Allowing & Training Ourselves to View & Think Differently about Problems & Opportunities
Nine Dots Activity

Connect all nine dots using only four straight lines, without lifting your writing tool from the paper.
Creativity Quotes

It’s easier to think outside the box if you don’t draw one around you.

Jason Kravits

Creativity requires the courage to let go of certainties.

Erich Fromm

If you think you can do a thing or think you can’t do a thing, you’re right.

Henry Ford

We can’t stop waves, but we can learn to surf.

Anonymous
Brainstorm Solutions: Guidelines (p. 146)

- Set a **time limit** and select a **time manager** before you begin.

- Generate a **vast number** and variety of ideas, rather than only the “best” ideas.
  
  *(Quantity is more important than quality at this point. Analysis of ideas will follow the brainstorming session.)*

- **Off-beat**, zany, unique and creative ideas are encouraged.
  
  *(This meeting might not be taking place if all of the familiar or traditional ideas had been effective.)*

- **No evaluation**, no discussion & no comments on ideas until the brainstorming session has ended.

- **One idea** at a time.

- **Record** each idea for all to see.

- **Expand** or “piggyback” on ideas already listed.

- **Stay on Task.**
Brainstorm Solutions
Activity

- Brainstorm solutions to achieve the behavioral objective using the brainstorm guidelines below:
  - **Quantity** not quality.
  - **Off-beat**, zany, unique and creative ideas encouraged.
  - **No evaluation**, discussion or comments on ideas.
  - **One idea** at a time.
  - **Record** each idea for all to see.
  - **Expand** or “piggyback” on ideas.
  - **Stay on task**.

- List each solution on #7 of the Action Plan Form.
Assessing the Brainstormed Solutions

For each item, consider:

- Positive & Negative Consequences
- Student Strengths
- Student Concerns
- Benefits to the Student & Family
- Benefits to the Person Requesting Assistance
- Success Orientation
- Available Resources

This would be #8 on the Action Plan Form
Selecting Solutions: Weighted/Priority Voting Activity

- Select a team leader and a recorder.
- Each group member is assigned 5 points/votes.
- Each group member distributes his/her points according to his/her priorities on the brainstormed solutions list. The points are placed next to the applicable behavior on the list.
  - Example: 3 points to one solution; 1 point to a second solution; and 1 point to a third solution.
- Once each member’s allocation of points is assigned, the recorder:
  - Adds the total number of points for each solution; &
  - Identifies the items with the highest point allocations.
Selecting Solutions: Assessment

- For the solutions with the highest point allocations, review them according to the following:
  - Are the implementers capable of implementing them?
  - Are the necessary resources available or readily obtained?
  - Do they empower or provide relief to the person requesting assistance?
  - Do they develop the student’s internal locus of control over the problem or are they likely to produce long-term change?
  - Do they maintain the dignity of the student and the implementers?
  - If tried before, are they in a new form?

- If a solution does not satisfy these criteria, consider other priority solutions that meet the criteria.

- Select the priority solution(s) to be used for I&RS action planning.
  - Insert the solution on #9 of the Action Plan Form.
OTHER POINTS ON PROBLEM SOLVING?
PHASE 5: DEVELOP I&RS ACTION PLAN

N.J.A.C. 6A:16-8.2(a)

3. Develop and implement action plans that 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;
N.J.A.C. 6A:16-8.2(a)

7. Coordinate the access to and delivery of school resources and services for achieving outcomes identified in intervention and referral services action plans;

8. Coordinate the services of community-based social and health provider agencies and other community resources for achieving outcomes identified in 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 {applicable} requirements;
PHASE 5: DEVELOP I&RS ACTION PLAN

- Agree upon a *written plan*, during the meeting, for achieving the objective & implementing the consensus strategies identified in Phase 4.

- **Components of the plan** include (p. 148; 359-366):

<table>
<thead>
<tr>
<th>Components of the plan</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student’s name or anonymous ID (if appropriate to the issue or circumstances).</td>
<td>Selected strategies for correcting the problem(s).</td>
</tr>
<tr>
<td>Date the request for assistance was made.</td>
<td>Persons responsible for each strategy.</td>
</tr>
<tr>
<td>Date of the meeting.</td>
<td>Timelines for completion of each strategy.</td>
</tr>
<tr>
<td>Names of all participants in the meeting.</td>
<td>Beginning, follow-up and ending dates for the plan.</td>
</tr>
<tr>
<td>Measurable target behavior(s).</td>
<td>Plans for supporting implementers.</td>
</tr>
<tr>
<td>Anticipated, measurable behavioral outcome.</td>
<td>Plans for evaluating progress.</td>
</tr>
</tbody>
</table>
Develop I&RS Action Plan

- Three planning tasks, in addition to Case Intervention-Objective Achievement planning:
  - Implementation Support & Follow-up Plan
    - What materials & logistical resources, skills & moral support have been provided to implementers?
    - What follow-up activities have been planned?
  - Parent Involvement Plan
    - What are the steps to help parent’s support implementation of the plan?
  - Case Intervention Evaluation Plan
    - What data/evidence is collected to indicate effectiveness in achieving the outcomes?
    - How do you know the plans have been implemented as intended (fidelity of implementation)?

- Would be #s 10 a, b, c & d on the Action Plan Form.
Develop I&RS Action Plan

Support for Implementers

- **Materials & Logistics** - Arrangements for scheduling, equipment, texts, curriculum & materials, supplies, etc.

- **Knowledge, Skills & Coaching** - Professional development & access to information & problem solving resources.

- **Coordination & Collaboration** - Coordination with other district staff members & community agency staff members.

- **Morale** - Support of school administration & I&RS team.
Develop I&RS Action Plan

Evidence of Outcomes (Effectiveness)

- Which data will be collected to indicate progress toward achieving the measurable objective?
- In which setting(s) will the data be collected? If multiple, why (e.g., truant from school or in-school but skipping class)?
- Which method(s) will be used to collect the data (including any tools & support that will be needed)?
- Who will collect & analyze the data?
- What will be the timeline & frequency for collecting & analyzing the data?
- How will the data be used in decision making?
- How will the data be communicated & to whom?
Develop I&RS Action Plan

Fidelity of Implementation

- **Implementation** - What evidence is there that all components of the plan were implemented consistently as written?

- **Appropriateness** - What evidence is there that the interventions were delivered with appropriate skill, enthusiasm, preparedness & attitude?

- **Efficacy** - What evidence is there that the interventions produced the intended outcomes?
## SAMPLE MEETING FORMAT

Adapted from James Chalfant & Margaret Pysh

<table>
<thead>
<tr>
<th>Tasks</th>
<th>Minutes</th>
</tr>
</thead>
<tbody>
<tr>
<td>Summarize the Problem</td>
<td>3-4</td>
</tr>
<tr>
<td>▪ Review information collected</td>
<td></td>
</tr>
<tr>
<td>Negotiate an Objective</td>
<td>2-3</td>
</tr>
<tr>
<td>▪ Measurable &amp; behavioral</td>
<td></td>
</tr>
<tr>
<td>Brainstorm Solutions</td>
<td>6-8</td>
</tr>
<tr>
<td>Clarify &amp; Refine Brainstormed Solutions</td>
<td>4-5</td>
</tr>
<tr>
<td>Review Prior Interventions</td>
<td>2-3</td>
</tr>
<tr>
<td>Select Solutions/Recommendations</td>
<td>6-8</td>
</tr>
<tr>
<td>▪ Requesting person</td>
<td></td>
</tr>
<tr>
<td>▪ Team members</td>
<td></td>
</tr>
<tr>
<td>▪ Other school &amp; community resources</td>
<td></td>
</tr>
<tr>
<td>Develop Action Plan</td>
<td>7-10</td>
</tr>
<tr>
<td>▪ Include implementers support, evaluable criteria &amp; parent contact</td>
<td></td>
</tr>
</tbody>
</table>
OTHER POINTS ON I&RS ACTION PLANS?
PHASE 6: IMPLEMENT, SUPPORT & EVALUATE THE ACTION PLAN & CONTINUE THE PROCESS

N.J.A.C. 6A:16-8.2(a)10

Review and assess the effectiveness of each intervention and referral services action plan in achieving the identified outcomes, and modify each action plan to achieve the outcomes, as appropriate;
PHASE 6: IMPLEMENT, SUPPORT & EVALUATE THE ACTION PLAN & CONTINUE THE PROCESS

- **Outcomes** - Review outcomes of I&RS action plan (data/evidence showing progress toward achieving measurable objective).

- **Action Plan** - Identify strengths of the action plan & areas for improvement.

- **Status** - Identify recommended actions:
  - Continue the plan
  - Make a referral
  - Modify the plan
  - No further action

- **Team effectiveness** – Identify areas for team improvement.

- Would be #s 12, 13 & 14 on the Action Plan Form.
Resistant or Uncooperative Staff
In I&RS Action Plan Implementation

PREVENTION

• Role model collegiality throughout the I&RS process.

• Consistently show appreciation for their initiative to seek help.

• Acknowledge & reinforce the requestor’s efforts & positives.

• Focus on specific issues & concerns rather than subjective issues.

• Focus on their anticipated outcomes & how IRS can help.
Resistant or Uncooperative Staff
In I&RS Action Plan Implementation

RESPONSE

• Actively listen to & understand the requestor’s issues & concerns & address them during problem solving. This includes possibly beginning with the requestor’s priority.

• Separate the intended change into manageable steps (benchmarks).

• Include in I&RS action plans strategies to support implementers and remove implementation barriers. Address materials, logistics, knowledge, skills, coaching, coordination, collaboration. Follow through.

• Share positive experiences of colleagues.

• Appeal to their best selves & their concern for their students.

• Focus on evidence vs. opinion or preferences. Have them produce their evidence of student progress without the team’s involvement.
• Challenge them on whether they or their students are better off without the additional activity.

• Re-state their issues & directly request their participation. Remind them of their responsibilities.

• Provide them with options.

• Apply 20-60-20 theory.

• Ongoing resistance should be handled as a supervisory matter, rather than as an I&RS team function.

Resistant or Uncooperative Staff
In I&RS Action Plan Implementation
OTHER POINTS
ON IMPLEMENTING, SUPPORTING
& EVALUATING ACTION PLANS
& CONTINUING THE PROCESS?
N.J.A.C. 6A:16-8.2(a)11

At a minimum, **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.
Annual I&RS Review & Recommendations

Three areas of consideration for the review:
- All I&RS Cases/Requests for Assistance
  - The Minimum Requirement
- The I&RS Process
- The Overall I&RS Program

Activity
- Identify a team leader.
- Review the three areas above as described on the Annual Review & Recommendations handout.
- Discussion
EXPANDING RESOURCES & INTERVENTION STRATEGIES
TREASURE HUNT
EXPANDING RESOURCES & STRATEGIES

- Mill around the room to find different individuals who have information to share for each item on the “Treasure Hunt” form.

- The information can include activities that either have or have not been tried & that are either new to you or that appeal to you.

- For each item, place the individual’s initials next to it (contact information optional) & a concise identifier of the information.
Why Groups Fail *(Rand Study)*

- Failure to follow a systematic and comprehensive procedure.
- Meeting dominated by a few individuals.
- Fear of punishment for talking openly.
- Competition vs. Cooperation.
- Negative communication chain
  - Put-downs → Withdrawals → Attacks;
    - Subgroups (Allies/Adversaries); and
    - Diversionary tactics
- Too much knowledge of what does not work often prevents exploration of ideas.
- “Yeah buts…” and “what ifs…” are negative forms which develop negative energy that drains the group.
- People cannot separate ideas presented from self-concept; rejection of an idea is taken as rejection of the person.
# Systematic I&RS Procedures Provided

<table>
<thead>
<tr>
<th>Phases of the I&amp;RS Process</th>
<th>Brainstorming Rules</th>
</tr>
</thead>
<tbody>
<tr>
<td>Team Meeting Format</td>
<td>Weighted Priority Voting Technique for Selecting Solutions</td>
</tr>
<tr>
<td>Request for Assistance Form</td>
<td>Action Planning Model</td>
</tr>
<tr>
<td>Prior Intervention Checklist Items</td>
<td>Group Development Checklist</td>
</tr>
<tr>
<td>Problem Mapping Tool</td>
<td>I&amp;RS Program Development Workbook</td>
</tr>
<tr>
<td>Problem Solving Model</td>
<td>Considerations for I&amp;RS Annual Review &amp; Recommendations</td>
</tr>
<tr>
<td>Criteria for Selecting Priority Problems</td>
<td></td>
</tr>
<tr>
<td>Criteria for Objectives</td>
<td></td>
</tr>
</tbody>
</table>
Group Development Theories (p. 253)

Applied

- Can serve as guideposts to the issues that occur in groups.
- Can be predictive and diagnostic.
- Using a *Group Development Checklist* can give team members an opportunity to assess the team and provides materials for a discussion about team functioning (p. 255).
“THOSE WHO SAY IT CANNOT BE DONE SHOULDN'T INTERRUPT THOSE WHO ARE DOING IT!”

Anonymous
SHIFT HAPPENS
I&RS PROGRAM DEVELOPMENT (p. 115-129)

• Keep School Administrators (Central Office & Building) Informed.
• Create & Review I&RS Mission Statement.
• Develop & Review I&RS Flow Charts (Functional and Organizational).
• Define & Assign Team Member Roles: Leader, Record Keeper & Time Keeper.
• Provide Bi-annual Presentations to Board of Education.
• Review and Revise School Policies & Procedures.
• Establish I&RS Meeting Schedule.
• Secure a Regular Meeting Site Containing All I&RS Resources.
• Develop, Review & Revise I&RS Forms.
• Establish or be Apprised of Linkages & Agreements with Community Health, Social Service & Law Enforcement Agencies.
I&RS PROGRAM DEVELOPMENT (continued)

- I&RS Program Needs Assessment (e.g., surveys, focus groups)
- Provide Professional Development Programs:
  - Brief I&RS Overview;
  - Continuous Follow-up; and
  - Ongoing Needs-based Training (e.g., behavior/performance specificity, data collection & analysis, creative problem solving, curriculum-based assessment, consultation, brain-based research, evidence-based strategies, group facilitation, intervention, program management).

- Advertise & Inform Community, Students & Staff.
- Institutionalize Team Maintenance & Wellness.
- Maintain Liaison with Service Organizations & Business & Industry.
- Identify Other Educational & Supportive Resources.
Select a leader/facilitator and record keeper

Leader reads instructions aloud for each step (steps 1-3) & facilitates completion of each step.

Record keeper records all information.

Leader ensures discussion is limited to:
- Clarifying questions to determine the meanings of the tasks;
- Identifying how the items are fulfilled by your team; and
- Reaching consensus on the appropriate responses.
We cannot direct the wind…

But we can adjust our sails.
I&RS Contacts

Office of Student Support Services
New Jersey Department of Education
P.O. Box 500
Trenton, NJ 08625-0500
609-292-5935

or

Gary Vermeire
geeeleeeveee@hotmail.com
I&RS Resources

NJDOE & USDOE

Resource Manual for Intervention and Referral Services (NJDOE)
http://www.state.nj.us/education/students/irs/

New Jersey Tiered System of Supports (NJDOE)
http://www.state.nj.us/education/njtss/

Universal Design for Learning Supports (NJDOE)
https://www.state.nj.us/education/udl/

Instructional Supports And Scaffolds For Success In Implementing The Common Core State Standards (NJDOE)
https://www.state.nj.us/education/modelcurriculum/math/success.shtml

Facilitating Fluency and Automaticity Through Purposeful, Planned, and Targeted Practice Activities (NJDOE)
https://www.state.nj.us/education/specialed/webinars/112513/
I&RS Resources (continued)

Keeping Our Kids Safe, Healthy and in School (NJDOE)
http://www.state.nj.us/education/students/safety/

New Jersey Educator Resource Exchange (NJDOE)
https://www.state.nj.us/education/sca/ere/

What Works Clearinghouse (USDOE)
http://ies.ed.gov/ncee/wwc/

ASSESSMENT


Functional Behavioral Assessment and Behavior Intervention Plan
I&RS Resources (continued)

Academic Skills Problems: Direct Assessment and Intervention (Edition 4)

The Classroom Teacher as Intervention ‘First Responder’: Tools for Academic Intervention and Assessment

INTERVENTIONS

Pre-Referral Intervention Manual (Third or Fourth Editions)
I&RS Resources (continued)

Effective School Interventions: Evidence-Based Strategies for Improving Student Outcomes (Second Edition)
http://www.guilford.com/books/Effective-School-Interventions/Natalie-Rathvon/9781572309678

Culturally Responsive Differentiated Instructional Strategies

Effective RTI Strategies for Teachers
http://www.specialeducationguide.com/pre-k-12/response-to-intervention/effective-rti-strategies-for-teachers/

RTI: Academic and Behavioral Evidence-Based Interventions
I&RS Resources (continued)

Academic and Behavioral SRBI Strategies and Interventions for ALL Students: A Scientific Research-Based Intervention Handbook for the Guilford Public Schools

Interventions for Achievement and Behavior Problems III

Discipline Models
http://users.metu.edu.tr/home303/e133376/wwwwhome/project/index.htm

Dealing with Challenging Students
I&RS Resources (continued)

Behavior Intervention Manual: Goals, Objectives, and Intervention Strategies
https://www.hawthorne-ed.com/pages/behavior/b2.html

Discipline without Tears: How to Reduce Conflict and Establish Cooperation in the Classroom

Inner Discipline

Positive Behavioral Interventions and Supports in School
http://www.pbis.org

Best Practices in Implementing Pre-Referral Intervention Teams
I&RS Resources (continued)

Organizational

Intervention Central
http://www.interventioncentral.org/home

Center on Response to Intervention

Evidence-Based Intervention Network
http://ebi.missouri.edu/?page_id=223

National Center on Intensive Education
http://www.intensiveintervention.org/chart/instructional-intervention-tools

Positive Psychology Center
https://ppc.sas.upenn.edu

Collaborative for Social, Emotional and Academic Learning
http://www.casel.org
I&RS Resources (continued)

National School Climate Center
http://www.schoolclimate.org

Association for Supervision and Curriculum Development

Search Institute (Developmental Assets)
http://www.search-institute.org

Safe and Supportive Schools Technical Assistance Center
http://safesupportivelearning.ed.gov

Stop Bullying.gov
http://www.stopbullying.gov