

Intervention and Referral Services (I&RS)

Each school district board of education is required (N.J.A.C. 6A:16-8) to establish and implement a coordinated system in each school building, in which general education students are served, for the planning and delivery of intervention and referral services (I & RS) that are designed to:

- Identify learning, behavior, and health difficulties of students.
- Collect thorough information on the identified learning, behavior, and health difficulties.
- Develop and implement action plans which provide for appropriate school or community interventions or referrals to school and community resources.
- Work with teachers to assist in achieving the desired outcomes

Pemberton Township Schools uses the Masonic Model as a vehicle to conduct I & RS. The Masonic Model is a strength-based intervention approach; which focuses on the whole child.

The Masonic Model believes the social and emotional needs of our students must be met in order to have academic success.

REFERENCES

Newman/Stecher International (2015). Retrieved on July 20, 2015 from www.newmanstecher.net

Newman/Stecher Group (2012). *Masonic Model Student Assistance Program, Training Manual*
www.masonicmodel.org

CONTACTS

Rita Jenkins

Assistant Director of School Counseling/Health Services
rjenkins@pemb.org

Holly Corsanico

Supervisor of CST/Speech
hcorsanico@pemb.org

Adelina Giannetti

Assistant Superintendent of Secondary and Special Services
agiannetti@pemb.org



***Pemberton Learning Community;
Pursuing Excellence One Child at a Time.***

Pemberton Township Schools
One Egbert Street
Pemberton, New Jersey 08068
Phone: 609-893-8141
www.pemberton.k12.nj.us

Pemberton Township Schools INTERVENTION & REFERRAL SERVICES TEAM

MASONIC MODEL

(Student Assistance Program)



***Helping Students
Take Flight!***

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OVERVIEW OF THE MASONIC MODEL Student Assistance Program

This model teaches educators to work as a team to assist students who are “at risk.” The objective is to provide early and effective interventions using resources readily available in the school community. This program is rooted in developing the social and emotional competence of the student.

Some specific tenets of the program:

- A Strength-Based Intervention Approach
- Focused on the “whole” child, increasing “Life Skills”
- When Social/Emotional needs are met students are prepared to LEARN
- Limited exclusively to school issues
- School-Based, School-Focused Issues
 - ✓ Health
 - ✓ Behavior
 - ✓ Attendance
 - ✓ Academics
- Identification
 - ✓ Specific
 - ✓ Observable
 - ✓ Descriptive
- Levels of Intervention
 - Step 1– 8 minute model at grade level meetings
 - Step 2 - Committee Level, A “Core Team” approach
- Requires total team involvement
 - that begins with Administration
 - and ends with ALL school staff members
- Focused on Developmental Assets
 - ✓ External - “Protective Factors”: Support systems, relationships, activities
 - ✓ Internal - “Resiliency Skills”: Inner values, beliefs, skills, and talents

WHAT DOES THE RESEARCH SAY ABOUT SOCIAL & EMOTIONAL LEARNING (SEL)?

Social and emotional learning (SEL) is the process through which students acquire and effectively apply the knowledge, attitudes, and skills necessary to understand and manage emotions, set and achieve positive goals, feel and show empathy for others, establish and maintain positive relationships, and make responsible decisions.

Satisfying the social and emotional needs of students does more than prepare them to learn:

- It increases their capacity for learning
- Increases mastery of subject material
- Increases motivation to learn
- Increases commitment to school
- Increases time devoted to school work
- Improves attendance, graduation rates, prospects for constructive employment
- Reduces suspensions, expulsions, grade retentions



LEVELS OF INTERVENTION

Step One - 8 Minute Model

- Utilized during grade level meetings
 - ✓ School levels will function differently based on scheduled and school dynamics
- Timeline
 1. Teacher Review (2 minutes)
 2. Ask Clarifying Questions (1 minute)
 3. Asset Discussion (1 minute)
 4. Brainstorm (3 minutes)
 5. Develop Plan (1 minute)
- Review data in 2-4 weeks
- After 30-60 days without progress consider referring to I&RS Committee Level
- ALWAYS submit 8-minute Action Plans to Guidance Counselor for documentation and tracking

Step Two - Core Committee Level

Required “Core” Team: 6-8 members

- 1-2 Guidance Counselors
- Administrator
- 1-2 teachers (including a Special Education teacher)
- Nurse
- CST staff (learning disabilities teacher, psychologist, or social worker as needed)
- Specialist – Occupational Therapist, Physical Therapist, Reading Specialist, etc (as needed)
- Other – Classroom assistant, secretary, custodian, etc

The core team is responsible for a variety of tasks that include: initial referral (after no progress is shown in the 8 minute model), assigning advocates (which gather data to present at meetings), develop action plans, interview students and contact parents.