

Intervention and Referral Team

2019-2020 School Year

| | |
|--------------------------|-------------------------|
| Battle Hill | Ingrid Soares |
| | Allison Brehm |
| | Donna Cassidy-Turner |
| | Patricia Bogda |
| | ToriAnn Melillo |
| | Angela Dasilva |
| | Judy Supino |
| | |
| | |
| Connecticut Farms | Jennifer Parkhurst |
| | Deanna Leon |
| | Christina Lam |
| | Toni Kostuk |
| | |
| | |
| | |
| Franklin School | Erin Jackson |
| | Ashley Maynard |
| | Zakiyyah Cobb-Roseberry |
| | Vikkie Morocco |
| | Josie Santoro |
| | Karissa Leary |
| | Keosha Walters |
| | |
| Hannah Caldwell | Kathryn DiGiovanni |
| | Janette Tramuta |

| | |
|--------------------------|----------------------|
| | Alina Loguidice |
| | Marixa Perez |
| | Heather Baumann |
| | Ivone Matos |
| | Janine DaSilva |
| | Angela Saavadra |
| | Daniel Seugling |
| | Jane Minitelli |
| | Kim Zieser |
| | Monica McGovern |
| | |
| Jefferson School | Leslie Nigro |
| | Brian Toscano |
| | Gayle Sumner |
| | Carolyn Schefter |
| | Laura Damato |
| | Laurie Roof |
| | |
| Livingston School | Ben Kloc |
| | Monika Roberts |
| | Lindsay Conneely |
| | Suzanne Licks |
| | Maria Sibia |
| | Christine Drivas |
| | Heather Denner |
| | Kelly Kitzman |
| | Ann Margaret Shannon |
| | Rosemary Nardo |
| Washington School | Kim Marano |
| | Susan Tobin |
| | Julie DiMuzio |

| | |
|-----------------------------|------------------|
| | Kristin Gechtman |
| | |
| | |
| Burnet Middle School | Tara Colandrea |
| | Jill McCarthy |
| | Heather Reginye |
| | Pat Hoffman |
| | Robyn Furman |
| | |
| | |
| Kawameeh MS | Andrea Steensen |
| | Lisa Ashraf |
| | Gina Papeo |
| | |
| | |
| Union High School | Deirdre Hctor |
| | Moira Porter |
| | April McKee |
| | Cheryl Fiske |
| | |
| | |
| | |
| | |

F-2

THE I&RS TEAM PROCESS

A PROACTIVE PROCESS

Comprehensive and well-coordinated prevention and early intervention approaches have proved to be effective in enabling school communities to decrease the frequency and intensity of youth behavior problems. Approximately five to twenty percent of students, however, will need more intensive interventions to decrease their high-risk behaviors. Many of these students can be detected and helped through the I&RS process.

Intervention - Intervention is a proactive process that interrupts, alters or prevents the progression of a condition. The intervention *process* is comprised of all of the actions and steps a team takes to intercede with a problem. An intervention *event* is only one step in the process of intervening with and ameliorating an identified concern.

One of the keys to success for both I&RS team interventions and operations is the maintenance of an emphasis on the dynamics of the intervention *process*. The I&RS model is specifically referred to as a process because it is a *continuous* operation.

The concept of the I&RS team process pertains to:

- The institutionalization of I&RS program operations for rendering a contiguous system of services and support; and
- The implementation, evaluation and modification phases of the I&RS action plan. That is, the work of the I&RS team is not completed when an I&RS action plan is formalized, but is an integral part of all phases of the process.

Since the ultimate goal of every I&RS action plan is to maximize the chances for short-term success, as well as long term change of the individuals' involved, the team *continues* the I&RS process for each case, as necessary, to achieve the desired outcomes. A plan that does not achieve the intended results is not a failure, but provides additional information for team consideration, and it indicates that additional work must be done; this is the nature of the I&RS *process*.

A Proactive Process, continued

The steps of the process are sequential and linear, but the overall process for achieving success is cyclical. Team members waste valuable time and energy and are unrealistic in their expectations if they act as if every plan will be a "home run," rather than value incremental changes toward the desired objective.

Successful I&RS teams view each action plan as a work in progress, rather than an end product, while attempting to achieve the best results with each strategy. Healthy teams guard against negative thinking and low expectations and remain positively challenged by each new opportunity to provide assistance for growth.